DOCUMENT RESUME

ED 268 098 SP 027 414

TITLE	Health Supplement to Social Studies, Grades K-6.
INSTITUTION	Montgomery County Public Schools, Rockville, Md.
PUB DATE	85
NOTE	102p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Curriculum Guides; Elementary Education; *Family Life Education; *Health Education; *Individual Development; *Learning Activities; *Safety Education; Student Educational Objectives

ABSTRACT

This guide was developed by the Montgomery County (Maryland) Public Schools to assist elementary school teachers in implementing the instructional program in health education for kindergarten through sixth grade. Instructional objectives for teaching Family Life and Human Development and Safety during social studies time are organized by grade level. Each instructional objective is listed along with performance objectives, instructional activities, instructional materials, and sample assessments. (CB)

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HEALTH SUPPLEMENT TO SOCIAL STUDIES

GRADES K-6

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SUPPLEMENT TO SOCIAL STUDIES, GRADES K-6

Office of Instruction and Program Development
Department of Driver, Health, and Physical Education and Athletics
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Spring 1985

Montgomery County Public Schools
Rockville, Maryland

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TABLE OF CONTENTS

	Page
Acknowledgements	v
Introduction	vi
FAMILY LIFE AND HUMAN DEVELOPMENT	
Kindergarten	FLHDK-1
Grade 1	FLHD1-1
Grade 2	FLHD2-1
Grade 3	FLHD3-1
Grade 4	FLHD4-1
Grade 5	FLHD5-1
Grade 6	FLHD6-1
SAFETY	
Teacher Materials	SII-iii
Kindergarten	SK-1
Grade 1	S1-1
Grade 2	S2-1
Grade 3	S3-1
Grade 4	S4-1
Grade 5	S5-1
Grade 6	S6-1

ACKNOWLEDGEMENTS

This instructional guide was developed under the direction of Mrs. Betty M. Takahashi, coordinator of health education. She was assisted by the following MCPS teachers:

Katherine L. Foti
Eileen Kaplan
Denise S. Knoller
Clifford T. Springer
Suzanne W. Tougias

We are extremely grateful for their contributions and efforts in providing our students with an outstanding instructional program in health education.

Other persons who provided leadership and assisted in the development of this guide are the following:

Dr. Lois A. Martin, Associate Superintendent for Instruction and Program Development

Mr. G. C. Edward Masood, Director, Department of Driver, Health, and Physical Education and Athletics

Dr. George Usdansky, Coordinator of New Projects

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Ms. Dottie Jackson, Coordinator of Elementary Social Studies

INTRODUCTION

This guide is one of two that have been developed to assist elementary classroom teachers in implementing the instructional program in health education for students in Grades K-6. The instructional objectives are organized by grade level and are divided into the following content areas: Family Life and Human Development and Safety, taught during social studies time; and Alcohol, Tobacco, and Other Drugs, and Nutrition, taught during science time. In grades K-6, health is taught primarily by the classroom teacher.

Some health-related science and social studies objectives are listed in this guide and cross-referenced to the appropriate science, social studies, or physical education objectives; these listings do not include separate performance objectives, activities, resources, or assessments. That material is available in the appropriate instructional guide as indicated by the cross references. When planning instruction in personal safety, teachers may wish to refer to Safety, Touch and Me, published by the Montgomery County Government, 1983. This book is available in each elementary school.

In the listing of the instructional objectives for Safety, there are cross references to the Maryland State Department of Education Safety Instructional System for Grades K-6 (MSDE SIS). These materials, available in MCPS elementary schools, contain additional performance objectives, suggested activities, and assessment measures for the indicated safety objectives.

Health objectives should be taught within the following general time frame:

1. In Grades K-3, the objectives should be taught in a minimum of ten (10) hours per year.

2. In Grades 4-6, the objectives should be taught in a minimum of twenty (20) hours per year.

3. The local school will determine how to provide these minimum time requirements within each school year.

The pages of this guide are numbered by program content, grade level, and sequence. For example, Family Life and Human Development, Grade 3, Page 8, is listed as FLHD3-8, and so forth.

If additional information or assistance is needed for implementing this program, queries should be directed to the Department of Driver, Health, and Physical Education and Athletics, Carver Educational Services Center, Room 253, or to the appropriate social studies or science coordinator or teacher specialist.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

KINDERGARTEN

INSTRUCTIONAL OBJECTIVE 1: **Identify some attributes of living things.**

PERFORMANCE OBJECTIVE a) **Distinguish living things from nonliving things through reference to whether those things eat, grow, and direct their own actions.**

INSTRUCTIONAL ACTIVITIES

1. Show pictures of living and nonliving things. Have class decide, on the basis of the attributes of the things pictured, which ones are living things.

2. Have students make posters of at least three living things.

3. Have students cut and paste pictures of living things.

INSTRUCTIONAL MATERIALS

MCPS Bulletin #207 (Science) Pets and Other Living Animals.

Pictures of various living and nonliving things:

animals	tools	cars	plants
rocks	toys	clouds	people

SAMPLE ASSESSMENT

Given a picture containing living and nonliving things, the student will circle those that are examples of living things and give the reasons for his/her choices.

PERFORMANCE OBJECTIVE b) **Suggest ways in which humans are both dependent and independent.**

INSTRUCTIONAL ACTIVITIES

1. Arrange a trip to a farm or zoo so that students can observe how babies depend on their mothers and fathers for food and care. Show pictures of animal mothers and their babies.

2. Discuss how some animals depend on other animals for food (e.g., birds eat worms, large animals eat smaller animals).

3. Discuss reasons why pets are dependent on people and why people are dependent on pets, e.g., companionship, security. How do people depend on other animals?

4. Have a picture of an adult helping a child. Ask students to tell how a child may be dependent on an adult.

5. Read poetry and stories which describe various family members. Discuss how family members may be like those in the story.

6. Illustrate the various ways a child can be helpful in the home. Discuss how family members may depend on one another.

7. Pantomime. Act out things a child may do independently. Have the class guess what is being shown.

8. Visit community services (firehouse, police department, etc.) to illustrate ways people are dependent on one another.

INSTRUCTIONAL MATERIALS

Construction paper
Library books on poems and stories about families
Picture studies of families interacting

INSTRUCTIONAL OBJECTIVE 2: Recognize that living things change. (Social Studies Objective C003.00)

INSTRUCTIONAL OBJECTIVE 3: Identify some feelings that are shared by all people. (Social Studies Objective C002.00)

INSTRUCTIONAL OBJECTIVE 4: Understand the importance of dental hygiene.

PERFORMANCE OBJECTIVE: Describe methods of dental hygiene and why they are desirable.

INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of clean, healthy teeth.

2. Explain that a dentist is a doctor who helps us take care of our teeth.

3. Demonstrate and practice brushing of teeth on a large model.

4. Discuss other methods of keeping teeth clean when unable to brush after eating, e.g., rinsing the mouth, eating natural tooth cleaners such as celery and apples.

INSTRUCTIONAL MATERIALS

Films: F4090 Your Teeth and Their Care
F7176 Tooth Truth With Harv and Marv
F2453 Teeth are to Keep

Check also for latest film listings.

SAMPLE ASSESSMENT

The student will describe two ways to maintain healthy teeth.

INSTRUCTIONAL OBJECTIVE 5: Recognize how personal health habits can affect the family and others.

PERFORMANCE OBJECTIVE: Describe good health habits with relationship to oneself and others.

INSTRUCTIONAL ACTIVITIES

1. Discuss importance of clean hands and list specific occasions when hand-washing is necessary.

2. Have students demonstrate proper method of washing hands.

3. Discuss the precautions which should be taken when a person has a cold or other communicable disease.

4. Demonstrate the appropriate use of drinking fountains.

5. Have students discuss the importance of using their own combs, tooth brushes, handkerchief, or other personal grooming items.

6. Have each student make a poster illustrating How We Keep from Spreading Germs.

INSTRUCTIONAL MATERIALS

Films:
- F2852 How Billy Keeps Clean
- F2863 Alexander Learns Good Health
- F2857 Joan Avoids a Cold
- F4072 Germs and What They Do
- F8587 Willness: It's Not Magic
- F8490 Healthwise Series: Clean Power

SAMPLE ASSESSMENT

The student will name three good personal health habits and tell how each affects the family and others.

INSTRUCTIONAL OBJECTIVE 6: Identify community health helpers.

PERFORMANCE OBJECTIVE: The student will assist the teacher in developing a list of health helpers in the community and explain how each is important to our health.

INSTRUCTIONAL ACTIVITIES

1. During a class discussion, make a list of health helpers in the community, reviewing the importance of each.

2. Have various health helpers visit the classroom and talk about their work.

3. Have each student draw a picture of one health helper and tell how he/she helps in the community.

4. Discuss felpers who work in hospitals, and show film 8588 Jasper Eaters the Hospital.

INSTRUCTIONAL MATERIALS

Films: F6289 Health
F2706 Healthy Families
F8588 Jasper Enters the Hospital

SAMPLE ASSESSMENT

The student will name four health helpers in the community and tell how each is important to maintaining good health.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 1

INSTRUCTIONAL OBJECTIVE 1: Recognize that living things come from other living things. (Science Objective #132)

INSTRUCTIONAL OBJECTIVE 2: Recognize how living things grow and change. (Science Objective #132)

INSTRUCTIONAL OBJECTIVE 3: Recognize the importance of establishing and following rules. (Project Basic 2.1.1.12)

PERFORMANCE OBJECTIVE: Give examples of why learning and observing rules for living in the home, school, and community make for a happier and healthier life for all.

INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of establishing rules for living in the home, school, and community. Emphasize that the purpose of rules is to help people.

2. Have students make posters illustrating various rules they have in school and in their communities. Discuss how these rules help to make life more pleasant and healthier for everyone.

3. Divide class into groups of five. Ask each group to demonstrate what school would be like without rules.

4. Divide class into three groups. Have each group represent home, school, or community. Ask each group to think of what might happen if people did not follow the rules established in each setting. Provide students with a sample set of rules for each play-acting situation. Share ideas with class.

5. Write a class language-experience story explaining why it is important for everyone to follow home, school, and community rules.

INSTRUCTIONAL MATERIALS

Construction paper and crayons

Films:
- F5805 Beginning Responsibility: Rules at School
- F4362 Beginning Responsibility: Doing Things for Ourselves at School
- F5007 Beginning Responsibility: Getting Ready for School
- F5008 Beginning Responsibility: Learning To Follow Instructions
- F5805 Beginning Responsibility: Rules at School
- F5018 Beginning Responsibility: Being a Good Sport

SAMPLE ASSESSMENT

1. The student will tell three reasons why rules are important.

2. The student will cite three examples of rules that are important to follow in the home, school, and community, and tell why.

INSTRUCTIONAL OBJECTIVE 4: Recognize that feelings are a natural part of human behavior.

PERFORMANCE OBJECTIVE a) Students will understand that having feelings about certain people, things, and events is perfectly natural; and will give examples of each.

INSTRUCTIONAL ACTIVITIES

1. Read the poem "No One Else" by Elaine Laron (from Free To Be You and Me). Discuss what feelings are and how they are shared by all.

2. Introduce the word "emotion." Ask students to think of many different emotions. Make a list and explore the feelings involved in emotions which have not been identified.

3. Have students cut out pictures of people showing emotions. Make a bulletin board illustrating various emotions.

4. Discuss how our faces show our feelings. Ask the students to choose a partner. Facing the partner, each student makes a face that expresses a feeling. The other partner guesses what emotion is being expressed.

5. Using a musical background, have students show how a person moves when angry, sad, excited, afraid, happy, etc.

6. Show and discuss film 8491, Healthwise Series: Dealing With Feelings.

INSTRUCTIONAL MATERIALS

"No One Else," a poem by Elaine Laron from Free To Be You and Me.

Film: F8491 Healthwise Series: Dealing With Feelings

SAMPLE ASSESSMENT

The student will name three feelings that are a natural part of human behavior.

PERFORMANCE OBJECTIVE b) Students will express feelings in a variety of ways.

INSTRUCTIONAL ACTIVITIES

1. Discuss the feelings of fear, anger, sadness, disappointment, love, and happiness. Have students share ideas about how they deal with these various feelings.

2. Discuss with the class: What is happiness? Students may wish to describe things and activities which make youngsters happy.

3. Make a group booklet entitled, "Happiness is . . . ." Have each child contribute one page to the booklet.

4. Following a discussion on "What Is Love?" have students make a group booklet on "Love is . . . ." Have each student contribute one page.

5. Have the class make a list of ways in which people show they care about one another.

INSTRUCTIONAL MATERIALS

Paper for booklets and chart paper

SAMPLE ASSESSMENT

Given a list of five feelings, the student will select two and describe one appropriate way for dealing with each of these feelings.

INSTRUCTIONAL OBJECTIVE 5: Recognize some good health habits.

PERFORMANCE OBJECTIVE: Describe and demonstrate proper procedures for keeping one's nails and hair clean and washing one's hands.

INSTRUCTIONAL ACTIVITIES

Have students demonstrate the proper way to wash their hands and trim their fingernails. Discuss when these tasks become a person's own personal responsibility. Plan a special time before each lunch period for every child to wash his/her hands.

INSTRUCTIONAL MATERIALS

Food Preparers' Hand Washing Chart, Montgomery County Health Department

SAMPLE ASSESSMENT

Student will check off each day that they have washed their hands before going to lunch.

INSTRUCTIONAL OBJECTIVE 6: Recognize the importance of brushing teeth after eating.

PERFORMANCE OBJECTIVE: The student will identify why and when we brush our teeth.

INSTRUCTIONAL ACTIVITIES

Have students draw a picture of a happy smiling tooth on one sheet of paper and on another; a sad tooth that has been neglected. The students should illustrate that the neglected tooth is sad and has a collection of decaying food around it. Students should also illustrate why the clean tooth is happy.

INSTRUCTIONAL MATERIALS

Films:
F4090 Your Teeth and Their Care
F7176 Tooth Truth With Harv and Marv
F2453 Teeth Are To Keep
F1031 Gateway to Health

SAMPLE ASSESSMENT

Students will tell appropriate times for brushing their teeth and explain reasons for each.

INSTRUCTIONAL OBJECTIVE 7: Identify some methods of illness and/or disease prevention.

PERFORMANCE OBJECTIVE a) Suggest some common illnesses and diseases and ways they may be prevented.

INSTRUCTIONAL ACTIVITIES

1. Have students demonstrate the proper use of a handkerchief or tissue and explain the importance of blowing the nose properly. The students should discuss the importance of covering the mouth when sneezing or coughing and explain what could happen if these practices are not used. Discuss why we need to follow disease prevention practices.

2. Show film on contagious diseases, and discuss.

INSTRUCTIONAL MATERIALS

Films: F2857 Joan Avoids a Cold
F2385 How To Catch a Cold
F8484 Healthwise Series: Sniffles, Sneezes and Contagious Diseases

SAMPLE ASSESSMENT

Students will tell two ways diseases can be prevented.

PERFORMANCE OBJECTIVE b) Explain how physical examinations and immunizations help keep people healthy.

INSTRUCTIONAL ACTIVITIES

1. Have students describe a visit to the doctor. Make a list on a bulletin board of things that the doctor may do to help patients.

2. Introduce the term immunization and explain the function of immunization in the community.

3. Show film 8480 Healthwise Series: The Checkup Detectives and discuss checkups and booster shots.

INSTRUCTIONAL MATERIALS

Film: F8480 Healthwise Series: The Checkup Detectives

SAMPLE ASSESSMENT

The student will explain why immunizations are important.

INSTRUCTIONAL OBJECTIVE 8: Recognize the importance of community health helpers.

PERFORMANCE OBJECTIVE: Identify some community health helpers and the important jobs they perform.

INSTRUCTIONAL ACTIVITIES

1. Have the students identify community health helpers. As students identify them, the teacher will make name tags for each identified person. Pass out the name tags and ask the children to explain a job that each person performs as a community health helper (e.g., doctor, nurse, school nurse, dentist, and ambulance attendant.)

2. Show and discuss one of the films about hospitals.

INSTRUCTIONAL MATERIALS

Films: F8482 Healthwise Series: Hello Hospital
F8616 Curious George Goes to the Hospital

SAMPLE ASSESSMENT

Students will match a list of community helpers with a list of jobs that are important in protecting our health.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 2

INSTRUCTIONAL OBJECTIVE 1: Identify characteristics which distinguish living things from nonliving things.

PERFORMANCE OBJECTIVE: Recognize several characteristics of living things; e.g., reproduction, movement, growth.

INSTRUCTIONAL ACTIVITIES

1. Make a list of nonliving things, emphasizing the fact that nonliving things are unable to reproduce, move, or grow.

2. Have students collect pictures of living things and their young. Compare the similarities of these living things with their young.

3. To illustrate that living plants move, place a plant in the window. After a few days, observe the direction the leaves are facing. Turn the plant and wait a few additional days. Note again the direction leaves are facing. Have students discuss their observations.

INSTRUCTIONAL MATERIALS

Film: F1439 What Plants Need for Growth

SAMPLE ASSESSMENT

Given the name of three living things, the student will list three characteristics of each which indicated that they are living.

INSTRUCTIONAL OBJECTIVE 2: Understand how living things grow and change. (Science Objective 231)

INSTRUCTIONAL OBJECTIVE 3: Recognize that people have individual as well as mutual needs.

PERFORMANCE OBJECTIVE: Identify several mutual and individual physical and emotional needs.

INSTRUCTIONAL ACTIVITIES

1. Review the basic needs of the human body: nourishment, air, water, rest, and shelter. Define these needs as physical needs.

2. Have students draw cartoon-style pictures showing things that satisfy their physical needs. Share pictures with the class.

3. Name some human needs which are not physical needs. Write on chart paper and classify as emotional needs (e.g., need for friendship).

4. Make a chart divided into two columns headed Physical Needs -- Emotional Needs. Under each column, have students write a need that is common to all

people. Emphasize that the amount required for each person may differ. Go back to the same list and ask students to think now of different kinds of needs they have (e.g., need for medication, certain kinds of food, eyeglasses, etc.).

SAMPLE ASSESSMENT

Given a list of physical and emotional needs, the students will put a capital "P" next those that represent physical needs and a capital "E" next to those that represent emotional needs.

INSTRUCTIONAL OBJECTIVE 4: Recognize that every person has responsibilities in the family, in school, and in the community.

PERFORMANCE OBJECTIVE a) Identify several responsibilities a child or an adult member of a family may have in the family.

INSTRUCTIONAL ACTIVITIES

1. Have students observe and record on a chart various chores completed by family members depending upon whether the member is a child or an adult. Share their findings to recognize that family members have a responsibility to each other.

2. Compare and contrast roles and responsibilities among different families. Keep examples general, such as "Some families . . .," or "I know of a family who . . .," etc. Note that the responsibilities of family members in different families may not be the same, due to individual family needs. Discuss why such differences may exist.

3. Have each student draw a picture of a family. Write the roles or responsibilities of each family member at the bottom of the picture. Remind students that more than one family member may have the same role and that no two families are exactly alike.

SAMPLE ASSESSMENT

The student will list at least three responsibilities a person might have in the family.

PERFORMANCE OBJECTIVE b) Identify several responsibilities a person may have in the community.

INSTRUCTIONAL ACTIVITIES

1. List various responsibilities a person might have in the community. (Encourage students to include such people as the Brownie troop leader, the little league coach, and the person who mows lawns in the neighborhood.)

2. Make a bulletin board displaying various roles a person might have in the community.

3. Have each student select a person and make a poster illustrating roles that the person might have in the community.

INSTRUCTIONAL MATERIALS

Poster paper

SAMPLE ASSESSMENT

Students will list at least three responsibilities a person might have in the community.

PERFORMANCE OBJECTIVE c) Identify several responsibilities a person may have to the school.

INSTRUCTIONAL ACTIVITIES

1. Make a list of various people in the school environment (e.g., principal, librarian, custodian, teacher, student). After each person's name, list the various responsibilities he/she might have in the school.

2. Invite the librarian, principal, custodian, secretary, patrol leader, etc., into the classroom to tell the students about the work they do in the school.

SAMPLE ASSESSMENT

Given the name of one person in the school, the student will list three responsibilities that person might have.

INSTRUCTIONAL OBJECTIVE 5: Recognize that life cycles are divided into significant stages. (Science Objectives 231-234)

INSTRUCTIONAL OBJECTIVE 6: Recognize that feelings are natural and a part of human behavior.

PERFORMANCE OBJECTIVE: Identify some different ways in which people express the same kinds of feelings.

INSTRUCTIONAL ACTIVITIES

1. Introduce the word emotions. Discuss what emotions are and how everyone has them.

2. Discuss how faces show feelings. Ask the students to cut out pictures of people expressing various feelings. Share the pictures, and have the class hypothesize as to why a number of people may feel different about the same thing.

3. Write the names of emotions on 3" x 5" cards. On each card also write three or four ways of expressing the emotion without talking; e.g., Emotion: anger. Ways of Expressing: using feet, facial expressions, using hands/arms, moving head. Give each student a card to act out the emotion using one or more of the ways listed. Class discovers what emotion is being expressed.

INSTRUCTIONAL MATERIALS

Films: F2857 JT
F8491 Healthwise Series: Dealing With Feelings

SAMPLE ASSESSMENT

1. Given the word for some common feeling, the student will cite two ways in which that feeling might be exhibited (e.g., sorrow= cry, hide the face under a pillow; happiness= smile, jump up and down).

2. Given a list of common feelings, the student will select two and tell the class at least two ways a person might respond to those feelings in another person.

INSTRUCTIONAL OBJECTIVE 7: Recognize the importance of regular bathing and hair care.

PERFORMANCE OBJECTIVE: Describe personal care including cleanliness of the body and the hair.

INSTRUCTIONAL ACTIVITIES

1. Discuss regular bathing as a step in keeping the body clean.

2. Discuss giving proper care of hair to keep it healthy.

3. Discuss the uses of soaps, bubble baths, showers, and shampoos.

INSTRUCTIONAL MATERIALS

Check current textbook list for approved health texts.

Film: F8490 Healthwise Series: Clean Power

SAMPLE ASSESSMENT

The student selects from a list of responsibilities those things that are related to personal cleanliness.

INSTRUCTIONAL OBJECTIVE 8: Recognize that many diseases can be prevented or controlled.

PERFORMANCE OBJECTIVE: Describe ways of preventing and/or controlling diseases.

INSTRUCTIONAL ACTIVITY

1. Invite the school nurse to talk about the prevention and/or control of diseases, show pictures to the class, and explain any personal health care items being used in the picture.

2. Show and discuss film 8484 Healthwise Series: Sniffles, Sneezes and Contagious Diseases.

INSTRUCTIONAL MATERIAL

Film: F8484 Healthwise Series: Sniffles, Sneezes and Contagious Diseases.

SAMPLE ASSESSMENT

Students will select from a list of health habits those which are best for controlling germ growth and preventing diseases.

INSTRUCTIONAL OBJECTIVE 9: Understand that germs cause many diseases.

PERFORMANCE OBJECTIVE: Identify communicable diseases.

INSTRUCTIONAL ACTIVITIES

1. Have students discuss the ways germs are spread.

2. Help students list some diseases caused by germs.

3. Have students discuss why children should stay home from school when they are ill.

4. Students should discuss the importance of covering the nose and mouth when coughing or sneezing so that cold germs or other bacteria cannot spread.

5. Have students give suggestions for the correct disposal of a tissue of handkerchief.

SAMPLE ASSESSMENT

The student will name three communicable diseases.

INSTRUCTIONAL OBJECTIVE 10: Recognize the importance of regular dental checkups.

PERFORMANCE OBJECTIVE: Identify why and when a dental checkup is necessary.

INSTRUCTIONAL ACTIVITIES

1. Have students discuss different things a dentist may do when you go for an appointment.
   a) Checks for cavities with a tiny hand mirror and pick.
   b) Fills cavities.
   c) Cleans teeth.
   d) Flosses teeth.
   e) Takes X-rays.

2. Discuss when people should go to the dentist.

INSTRUCTIONAL MATERIALS

Models or pictures of upper and lower jaws
Large model tooth and large brush
Health textbook

SAMPLE ASSESSMENT

Given a list of procedures that doctors do, the student will identify those tasks specifically done by a dentist.

INSTRUCTIONAL OBJECTIVE 11: Understand that people in a neighborhood can work together to make it healthy and safe.

PERFORMANCE OBJECTIVE: Identify ways individuals can assist in keeping the neighborhood clean.

INSTRUCTIONAL ACTIVITIES

1. Have students discuss how the litter bug affects other people.
2. Have students discuss what to do with wrappers and empty containers.
3. Have students discuss how to clean up broken glass and how to dispose of it correctly.
4. Instruct students to think about groups of people that join together and work on community cleanup projects.
5. Class may wish to plan and carry out a playground or community clean up project.

SAMPLE ASSESSMENT

Given pictures of untidy and trash strewn neighborhoods, students will name appropriate steps to remedy the problem.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 3

INSTRUCTIONAL OBJECTIVE 1: Compare responsibilities that every person has in the family, in school, and in the community.

PERFORMANCE OBJECTIVE a) The student will identify individual responsibilities people may have in the family.

INSTRUCTIONAL ACTIVITIES

1. Illustrate by drawings or cutouts different roles possible for adults and children in the family.

2. Discuss with class the attitude formerly taken toward a man cooking or sewing at home vs. a man who does this as a profession. Tell how that attitude is changing today.

3. Draw a portrait of a hypothetical family. Underneath each family member, write the roles that person might have in the family. Since there are many family structures, it might be helpful to draw several types of family portraits: two parent family, one parent family, extended family, blended family, foster family.

4. Show and discuss film 8486 Healthwise Series: Families: Growing and Changing.

INSTRUCTIONAL MATERIALS

Magazines for cutting up
Construction paper

Film: F8486 Healthwise Series: Families: Growing and Changing.

SAMPLE ASSESSMENT

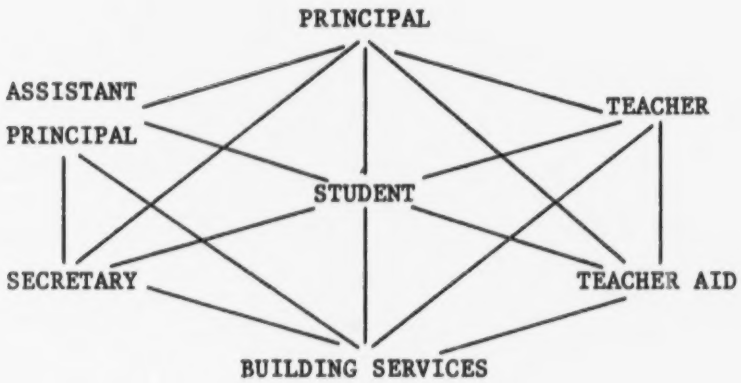
Given a list of jobs or responsibilities on a chart with four top headings -- Child, Mother, Father, Others -- the child will show how most family responsibilities can be assumed by most family members, either singly or together.

PERFORMANCE OBJECTIVE b) The students will identify individual responsibilities people have in the school.

INSTRUCTIONAL ACTIVITIES

1. Make a chart of the different kinds of staff members in the school. Under each category, list the responsibilities each of these people has.

2. Make a web of the staff members and their possible roles in the school.



3. Each student will trace around one of their peers or a school staff member while he/she lies down on bulletin board paper. Beside each tracing, the student will write the roles that person might have.

INSTRUCTIONAL MATERIALS

Chart paper

Film: F6466 Just Like In School

SAMPLE ASSESSMENT

Given the names of three particular people in a school, the student will identify at least four responsibilities that person might have.

PERFORMANCE OBJECTIVE c) The students will identify individual responsibilities people have in the community.

INSTRUCTIONAL ACTIVITIES

1. Using pictures of community helpers, ask students to tell what role these helpers play (e.g., doctor, fireman, librarian, parents, etc.).

2. Write on the board a community responsibility and ask students to come up and choose a person in the community who could fulfill that responsibility. (e.g., coach, Scout leader, PTA president, volunteer firefighter, etc.)

3. Make a class list of various ways everyone can help maintain a healthy community (e.g., following community immunization programs, avoiding contact with others when sick).

4. Have students give oral reports on famous people (e.g., Louis Pasteur, Joseph Lister, Edward Jenner) who developed ways of preventing disease and the spread of disease.

5. Define the term quarantine and discuss how it relates to preventing the spread of disease.

6. Have each student make a poster illustrating "How We Keep Our Community Healthy."

INSTRUCTIONAL MATERIALS

Picture studies of community helpers

Films: F2768 A City and Its People
F2955 What Liberty and Justice Mean

SAMPLE ASSESSMENT

Given a picture of a community helper, the student will list three responsibilities which the person in the picture could have. The student will list three ways a person can help keep the community healthy and will explain the importance of each.

INSTRUCTIONAL OBJECTIVE 2: Understand the importance of the family in the community. (Social Studies objective #C304.00)

INSTRUCTIONAL OBJECTIVE 3: Recognize that one can cope with feelings that are natural and a part of human behavior.

PERFORMANCE OBJECTIVE a) The student will accept the feelings and needs of others as being important.

INSTRUCTIONAL ACTIVITIES

1. Pair students, and assign situations. Ask students to write down all the feelings that could be generated by the situation. Discuss final charts with class. Emphasize that feelings are natural and a part of human behavior.

2. Enact a situation which will allow students to react to another person. Examples:
   (a) Three people are playing a game and one person is cheating.
   (b) A new person comes to class and tries to be friendly but is having a difficult time.
   (c) The class is having a talent show and another class is watching.

   Discuss with the class what kinds of feelings the person in their situation might have had and how others in each situation made them feel.

3. Read and discuss Charlotte's Web, by E. B. White. Emphasize the feelings that Wilbur experienced and how Charlotte helped him.

SAMPLE ASSESSMENT

The student will watch a videotape in class, involving people interacting. They will list three feelings exhibited and tell the class whether those feelings were accepted by other actors in the show.

PERFORMANCE OBJECTIVE b) The student will recognize ways of being supportive to other people.

INSTRUCTIONAL ACTIVITIES

1. Ask the child to do something for someone, e.g., parent, neighbor, sibling, etc. Tell about it orally or draw a picture. Discuss feelings and reactions of others.

2. Enact the situations below in a) through e). After each situation is portrayed, explore ways to be helpful or supportive in such a situation.
   a) A child has just finished painting and accidentally spills paint all over it.
   b) A student was playing with hisr friend's toy and broke it accidentally.
   c) Someone was not invited to her friend's birthday party.
   d) A student's mom has had a difficult day, and the baby is crying for attention.
   e) Someone has passed a note with an ugly drawing of a girl in the class, and the girl has seen it.

INSTRUCTIONAL MATERIALS

NIT, Inside/Out, Episode "Can I Help?" "When Is Help?" and "But They Might Laugh."

SAMPLE ASSESSMENT

The students will tell three ways they can demonstrate supportiveness toward another person, at home, or at school.

PERFORMANCE OBJECTIVE c) The student will list ways of dealing with problems productively.

INSTRUCTIONAL ACTIVITIES

1. Ask student to discuss an ending to a situation given by teacher.

2. Describe familiar and realistic school situations (e.g., butting, poor sportsmanship, teasing, cheating, crying). Follow with group discussion to finding solutions to these problems.

3. Make a chart listing different situations, what emotions each may evoke, and what to do to help deal productively with each situation.

Situation	Possible Emotion	Ways To Help the Problem
teasing	anger, sadness	Talk to teacher. Talk to parent. Find new friends. Change the activity.

INSTRUCTIONAL MATERIALS

NIT Inside/Out, Episode "Bully"

Film: F 5791 What To Do About Upset Feelings

SAMPLE ASSESSMENT

Given a picture of children involved in an activity which depicts conflict, the student will suggest two possible ways that conflict could be resolved productively. Example: Mary just moved to a new home. She started school yesterday. Her new neighborhood had two other girls her age who always played together. When Mary asked if she could play with them at recess, they said, "No." How do you think Mary could have responded? Would this solution make things better or worse for Mary?

INSTRUCTIONAL OBJECTIVE 4: Understand how the sharing of personal grooming aids might lead to health problems.

PERFORMANCE OBJECTIVE: The student will describe how communicable diseases are transmitted through the sharing of personal grooming aids.

INSTRUCTIONAL ACTIVITIES

1. Define the term communicable diseases as those diseases transmitted from one person to another. Convey the idea that disease germs enter the body in many different ways (e.g., through the skin, mouth, nose)

2. Make a class list of personal items one should not share with others. Discuss the possible health problems caused by sharing. (List such items as comb, brush, toothbrush, glass.)

3. Have students make posters of items people should not share. Cut and paste pictures from magazines.

4. Discuss common communicable diseases and infestations, and have students explain how each may be transmitted through the sharing of personal items.

INSTRUCTIONAL MATERIALS

Approved health textbooks.

SAMPLE ASSESSMENT

Given the names of three diseases, the student will describe how each may be transmitted through the use of personal grooming aids.

INSTRUCTIONAL OBJECTIVE 5: Analyze causative factors of tooth decay and list ways of preventing it.

PERFORMANCE OBJECTIVE: The student will describe procedures essential to the prevention of tooth decay.

BACKGROUND INFORMATION

Vocabulary:
- Crown - part of tooth above the gum
- Root - part of tooth in gum
- Enamel - the outer surface of the crown
- Cementum - the outer surface of the root
- Dentin - the bony inner structure of the tooth

Pulp - the center nerve and blood supply
Plaque - a sticky substance left on teeth, especially after eating, in which bacteria live
Flossing - a procedure for removing plaque from between the teeth

INSTRUCTIONAL ACTIVITIES

1. Display and discuss tooth structure. Label the following parts: crown, root, enamel, cementum, dentin, pulp.

2. Discuss the term plaque and its relationship to bacteria and decay.

3. Invite a dental hygienist or dentist to speak to class. Ask that he/she demonstrate proper brushing and flossing procedures.

4. Discuss the following aspects of good dental care: proper diet, brushing, flossing, and visits to the dentist. Have students explain how each aspect aids in the prevention of tooth decay.

INSTRUCTIONAL MATERIALS

Films: F0462 Dental Health - How and Why
F4359 Tommy's Healthy Teeth

SAMPLE ASSESSMENT

The student will describe three methods of preventing tooth decay.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 4

INSTRUCTIONAL OBJECTIVE 1: **Identify stages of human growth and development.**

PERFORMANCE OBJECTIVE: **Identify major characteristics of the following stages of human growth and development: infancy, childhood, adolescence, adulthood, and old age.**

INSTRUCTIONAL ACTIVITIES

1. **Collect pictures of people at different stages of human growth and development (infancy, childhood, adolescence, adulthood, and old age). Making a chart like the one below, paste in pictures of people at the appropriate stages of development. Discussion should be kept general.**

INFANCY (0-1 year)	CHILDHOOD (1-10 years)	ADOLESCENCE (10-18 years)	ADULTHOOD (18-64 years)	OLD AGE (65-up years)

Observe and list the major characteristics of each stage of growth and development.

2. Each student: Divide a paper into four parts by folding vertically. Decide on four stages in a person's life. Give your fictitious person a name, and draw this person at four different ages (stages), with the youngest age on the left. Write the age underneath each picture. Share your pictures.

INSTRUCTIONAL MATERIALS

Growth chart, magazines, scissors, paste, chart paper
Health textbook

SAMPLE ASSESSMENT

1. Given a list of five physical characteristics, the student will match the characteristic with the appropriate stage of growth and development.

2. Students will list the five stages of growth and development and list important features of each stage.

INSTRUCTIONAL OBJECTIVE 2: Identify a variety of physical, social, and emotional needs.

PERFORMANCE OBJECTIVE a) Identify, illustrate, and compare basic physical needs.

INSTRUCTIONAL ACTIVITIES

1. Have students list the basic physical needs (food, clothing, shelter, exercise, and rest) and explain how these needs are met. Discuss how these needs may affect normal growth patterns.

2. Explain how members of families can supply the basic necessities for each other: food, shelter, clothing, medical care.

3. Have students discuss how one physical need may become more important than others.

4. Have students explain what may happen when various physical needs are not met.

SAMPLE ASSESSMENT

List four basic physical needs common to all human beings.

PERFORMANCE OBJECTIVE b) Identify, illustrate, and compare social-emotional needs.

INSTRUCTIONAL ACTIVITIES

1. List and discuss the importance of needs that are not physical, e.g., affection, recognition, acceptance, and approval.

2. Have students collect and analyze pictures illustrating joy, fear, sadness, etc. Present the following questions for open-ended discussion:
   How does this person feel?
   How would you feel in this situation?
   What would you do if this happened to you?
   What do you think might happen?

3. List and explain the detrimental affects that may result when social-emotional needs are not met.

INSTRUCTIONAL MATERIALS

Mood picture -- student drawn or cut and paste from magazines

SAMPLE ASSESSMENT

Given a picture that shows emotion, the student will define the emotion shown, and list two constructive ways to handle it.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 5

BACKGROUND INFORMATION FOR THE TEACHER

For current procedures to follow in teaching this unit, see MCPS Regulation IGP-RA. Some Suggestions for Answering Students' Questions Concerning Human Reproduction

1. Before teaching the class, review terminology so that you are thoroughly familiar with it and you feel comfortable with it.

2. Use and explain the appropriate terms when responding to questions asked by children.

3. Try to respond to any question without showing surprise or embarrassment.

4. Make responses direct and to the point; avoid unnecessarily lengthy discussions.

5. If you don't know the answer to a particular question, don't hesitate to say so. Depending on the question, you may want to agree to find the answer yourself to bring back to the class or to have a student volunteer looking it up.

6. Consider having a question box or developing some other method for children to ask questions they may hesitate to ask aloud.

7. If a child seems embarrassed or for any reason does not wish to take part in the class discussion, respect his/her privacy.

8. If a student seems genuinely troubled by an answer or by the general class discussion, try to talk with him/her about it privately rather than in front of the class.

9. Make clear that it is important for each individual to develop standards in regard to sexual as well as other matters, and suggest that the student initiate family discussions about the family's standards.

10. Show respect for all points of view expressed.

11. If a question is asked about your personal sexual life or your personal religious beliefs, let the student know that you understand his/her interest but that these are personal and private matters.

12. Take care that any examples used in the classroom remain general or completely anonymous, so that no person's privacy nor that of his/her family is invaded.

13. Be prepared for a lively discussion. Once students find that an expression of their points of view and their questions are encouraged and respected, you may be surprised by their enthusiasm.

Glossary

The following definitions are provided to assist the teacher; no child should be expected to remember all the words listed. It is recommended that any word lists used in instruction of this unit be written on the board and erased at the end of class or otherwise kept within the classroom.

abdomen	In humans, the part of the body which lies between the thorax (chest region) and the pelvis (hips)
acne	A chronic inflammatory disease of the sebaceous glands, occurring most frequently on the face, back, and chest; frequently associated with changes just prior to and during adolescence
adolescence	The period of life between childhood and adulthood
adopt	To take by choice; to take a child as one's own
adrenal gland	The endocrine gland at the top of each kidney, important in controlling adolescent growth
after pains	Contractions of the uterus following birth
amnion (amniotic sac)	The sac which contains the developing embryo or fetus and the amniotic fluid
aminiotic fluid	The fluid within the amniotic sac
anus	The posterior opening of the alimentary canal through which wastes are excreted
birth	The process of leaving the mother's body
bladder	The sac in the front part of the pelvic cavity which serves as a storage place for urine
blended family	Parents living with children from a former marriage and possibly children from the present marriage
breasts	The two milk-producing glandular organs on the front chest of human females. Breast are also found in other female mammals; and in those animals which produce litters of babies, more than two breasts occur.
breech birth	A birth in which the baby arrives buttocks and feet first rather than in the usual head-first manner
Caesarean Section	Delivery of a baby through an incision made through the mother's abdomen and uterus
cell	One of the minute masses of protoplasm, containing a nucleus, which together serve as building blocks of living tissue
cervix	The lower neck-like portion of the uterus, which stretches for the birth of a baby

chromosome	A tiny structure found in the cell's nucleus, which contains genes which determine the characteristics of the organism (Human sperm and ova contain 23 chromosomes; other human cells contain 46 chromosomes.)
circumcision	The surgical removal of all or a part of the foreskin of the penis
clitoris	A small, highly sensitive organ in front of the urethra in the female
coitus	Sexual intercourse; copulation
conception	The result of the union of a sperm cell with an egg cell
copulation	Coitus; sexual intercourse
Cowper's gland	Either of two small glands discharging into the male urethra
cramp	A painful spasmodic muscular contraction
cytoplasm	The clear inner substance of the cell
DNA (Dioxyribo-nucleic acid)	A chemical substance within chromosomes which contains the code for inheritance
dominant trait	A trait which expresses itself strongly when inherited
duct	A tube-like passage, especially one for carrying glandular secretions
egg cell	(See ovum.)
ejaculation	A sudden act of expulsion, as of semen
embryo	The term used to refer to the developing life until about the end of the second prenatal month
endocrine gland	A gland which secretes hormones directly into the blood or lymph, often called a ductless gland
epididymis	An oblong tube, attached to each testicle, which serves as a storage place for sperm
erection	The state of being rigid and elevated, as when the penis becomes filled with blood
extended family	A family group--including grandparents and/or other relatives in addition to parents and children
Fallopian tube	One of the pair of tubes which conduct the egg from the ovary to the uterus
fertile	Able to reproduce
fertilization	The union of the sperm cell with the egg cell. In humans this usually occurs in the Fallopian tube.

fetus	The term used to refer to an unborn child after about the eighth week of inter-uterine life, when it has begun to resemble a human
follicle	A very small body cavity, excretory or secretory sac, or gland
foreskin	The circle of skin surrounding the tip of the penis
foster child	A child being cared for and reared as part of a family other than its biological family, but not legally adopted
foster family	A family including a foster child
fraternal twins	Twins who having grown from two different fertilized eggs may be of the same sex or of different sexes (See identical twins.)
gamete	A mature ovum or sperm cell
gene	the biological unit of heredity, composed of DNA, found within the chromosomes
genitals (genitalia)	The reproductive organs, especially the external ones
gestation	Pregnancy; having a developing embryo or fetus within the uterus
gland	An organ that produces and secretes a specific substance (See listings for specific glands.)
gonad	An ovary or testis
gonadotrophic hormones	Hormones produced by the pituitary gland which influence the gonads
group home	A group of children or other persons living in one residence with someone hired to care for them
growth	An increase in size or development
gynecologist	A doctor who specializes in the diseases and hygiene of women, particularly of their reproductive organs
hereditary	That which is genetically passed on
heredity	the inheritance of qualities, diseases, resemblances, and potentialities from the ancestry
hormone	A chemical substance secreted by the endocrine glands directly into body fluids, having an effect on the activities of other organs or tissues
hymen	A thin ring of tissue often partially covering the vaginal opening before the first occurrence of sexual intercourse

hypothalamus	The portion of the brain just above the pituitary gland which seems to control the pituitary
identical twins	Twins, developed from a single fertilized ovum, always of the same sex and resembling each other in many ways (See fraternal twins.)
inherit	Biologically speaking, to be born with; i.e., to have received from one's forebears
intercourse	(See listing for sexual intercourse.)
labia	The outer lip-like female genitalia
labia majora	The larger, fatty outer fold of skin bounding the vulva
labia minora	The fold of mucous membrane within the labia majora
labor	The muscular contractions which expel the baby during childbirth
mammary gland	The milk-secreting organ or breast, or one of the many milk secreting glands within a breast
masturbation	Erotic stimulation of the genitals outside the context of sexual intercourse
mating	Sexual intercourse; sexual uniting of the male and female
maturity	Adulthood; state of being fully developed
meiosis	The process of dividing by half the chromosomal number in each gamete as part of sexual reproduction
menarche	The first menstruation, usually occurring between the ages of 12 and 14
menopause	The time when menstruation normally ceases, usually occurring between 45 and 55 years of age but possibly occurring earlier or later
menstrual cycle	The monthly changes which occur in the female reproductive system
menstruation (menstrual period)	The monthly shedding of the lining of the uterus, usually lasting three to five days
miscarriage	The expulsion of an embryo or fetus before it is mature enough to live; a spontaneous abortion
mitosis	Asexual cell division in which each daughter cell receives a full set of chromosomes
mutation	A change in genes or genetic material which results in altering heredity
navel	The depression on the abdomen where the umbilical cord was attached during gestation

nocturnal emission	The involuntary reflex emission of semen during sleep; wet dream
nuclear family	Family group consisting only of father, mother, and children
nucleus	The essential and vital part within a cell, containing the chromosomes
obstetrician	A physician who specializes in the care of the pregnant mother and in the delivery of babies
oil gland	(See listing for sebaceous gland.)
one-parent family	One parent and child or children living together
ova	Eggs; female gametes
ovary	Either of the paired female reproductive organs that produce eggs (ova) and sex hormones
ovulation	The formation and/or discharge of an unfertilized egg (ovum) from the ovary
pelvic	Pertaining to the pelvis, which is the basin-shaped ring of bone at the posterior of the trunk, supporting the spinal column and resting on the thigh bones
penis	The male organ containing the urethra, through which semen passes during copulation and urine passes during the expelling of fluid body wastes
peritoneum	The strong, colorless membrane which lines the walls of the abdominal cavity and covers the viscera
pituitary gland	A small, two-lobed endocrine gland located at the base of the brain, sometimes called the master gland because it controls the functioning of the other glands of the body
placenta	A temporary organ in the womb of the pregnant mother, from which the unborn child receives its nourishment through the umbilical cord
preadolescent	Relating to the period just prior to adolescence
pregnancy	The state of having an embryo or fetus in the uterus
prepubescent	Relating to the period just before puberty
prostate gland	A gland (surrounding the urethra of the male at the neck of the bladder) producing some of the fluid which, along with the sperm, is known as semen
puberty	the age at which the reproductive systems become mature and secondary sex characteristics appear
pubic hair	Hair which grows in the pubic region

pubic region	The pelvic region of the body surrounding the external sex organs
recessive trait	A hereditary trait which becomes apparent only in the absence of a trait which is more dominant
relative family	Child living with a relative such as aunt, uncle, or grandparent
reproduction	The process whereby living things produce others of their own kind
Rh factor	A term used for a property of human blood cells, so named because of a similar characteristic in the blood cells of Rhesus monkeys (Blood is generally classified as being either Rh positive or Rh negative.)
RhoGAM	A substance which, when injected into the blood of an Rh negative mother at the time of miscarriage or delivery of an Rh positive baby, will prevent development of antibodies which might otherwise harm her future babies
RNA (ribonucleic acid)	A chemical substance in the nucleus and cytoplasm which controls the formation of proteins in the cell
sanitary pad (or napkin)	A pad worn over the vaginal outlet to absorb menstrual flow
scrotum	The pouch of skin which contains the testicles
sebaceous gland	A gland situated chiefly in the skin, which secretes a greasy lubrication substance; an oil gland
secretion	The process of segregating, building up, and releasing some material
semen	A sticky, whitish fluid containing sperm, produced by the male reproductive system
seminal emission	(See listing for nocturnal emission.)
seminal vesicle	A sac-like structure in front of the male bladder which secretes some of the fluid conveying the sperm
sex	The classification of male or female
sexual intercourse	Coitus; copulation; mating; sexual uniting of the male and female
Siamese twins	Identical twins born with some portion of the bodies connected
single adult family	Single adult living alone
sperm (spermatozoa)	One of the mature reproductive cells of the male

spontaneous abortion	Miscarriage
sterile	Unable to reproduce
sweat gland	One of the many glands of the skin which secrete perspiration
tampon	A cotton or cotton-like plug worn inside the vagina to absorb the menstrual flow
testes (testicles)	The two male gonads, located in the scrotum
thyroid gland	An endocrine gland, located in the neck, which influences growth and metabolism
tubule	A small tube
umbilical cord (umbilicus)	The cord-like structure which connects the fetus to the placenta
urethra	The tube in both male and female through which urine passes (The female urethra is about 1½ inches long; the male urethra is 8 to 9 inches long.) During ejaculation, semen is propelled through the urethra of the male.
urine	The fluid waste secreted by the kidneys, stored in the bladder, and discharged through the urethra
uterus (womb)	The female organ which contains the young prior to birth (In the nonpregnant woman, the uterus is a hollow, muscular pear-shaped organ about 3 inches long.)
vagina	The canal (extending from the cervix of the vulva) which receives the semen during intercourse and is the passage through which the baby is born and through which the menstrual flow is discharged
vas deferens	The tube connecting each epididymis to the urethra
viscera	The large internal bodily organs, especially those in the abdomen
vulva	The external parts of the female reproductive system
wet dream	(See listing for nocturnal emission.)
womb	(See listing for uterus.)
x chromosome	the female sex chromosome present in each ovum and in half of all sperm cells
XX chromosome	The sex chromosome pattern found in the body cells of a female
xy chromosome	The sex chromosome pattern found in the body cells of a male

y chromosome	The male sex chromosome present in no ova but in half of all sperm cells
yolk sac	The structure which nourishes the embryo until the placenta is fully formed
zygote	a fertilized ovum

INSTRUCTIONAL OBJECTIVE 1: Identify the ways living things reproduce.

PERFORMANCE OBJECTIVE: Explain the difference between sexual and asexual reproduction.

INSTRUCTIONAL ACTIVITIES

1. Have students define the terms sexual and asexual reproduction and give examples for each, e.g., asexual: cell division, budding; sexual: sperm and egg fertilization.

2. The teacher will explain how simple living things such as amoebas and hydras reproduce by cell division, and how higher forms of life such as humans reproduce sexually by the joining of an egg and sperm.

3. Have a class discussion on this outline:
   Classification of Living Things Based on Means of Reproduction

   I. Plants

      A. Asexual
         1. Cell division (fission)
         2. Budding

      B. Sexual
         1. Simple cells joining
         2. Pollination

   II. Animals

      A. Asexual
         1. Cell division
         2. Budding

      B. Sexual
         1. Fertilization - joining of two simple cells: sperm cell and egg cell
            a) Outside the body
            b) Inside the body

SAMPLE ASSESSMENT

1. The student will explain the difference between sexual and asexual reproduction.

2. Given the following living things -- flowers, insects, animals, reptiles, amphibians, protozoa -- the student will classify them by their method of reproduction, sexual or asexual.

SEXUAL	ASEXUAL

INSTRUCTIONAL OBJECTIVE 2: Identify how the parts of the human reproductive system work.

PERFORMANCE OBJECTIVE a) Identify the major parts of the male reproductive system and explain the function of each.

BACKGROUND INFORMATION

ORGANS OF REPRODUCTION

Male - The primary reproductive organs in males are the gonads or testes.

The male genitals include the testes, the vas deferens, the seminal vesicles, the scrotum, epididymus, urethra, and the penis. The prostate is considered in this case an accessory structure.

The male reproductive cells are known as sperm. These cells are produced within a pair of organs known as the testes (or testicles) which are contained inside the scrotum (sac of skin) that hangs between the thighs of the male. The sperm are microscopic in size and resemble tadpoles with large heads and small, whip-like tails.

Spermatozoa pass from the seminiferous tubules of the testes to the epididymis where they reach maturity and are stored. The long coiled tube of the epididymis bends abruptly and becomes the vas deferens. The two vas deferens join and empty into the urethra.

The seminal vesicles and the prostate gland pour secretions into the vas deferens and the urethra to act as a means of transporting the sperm. Sperm plus secretions constitute the semen which is discharged through the penis in the course of ejaculation, as in coitus or nocturnal emissions. Semen passes from the body through the urethra, which is the canal within the penis. Though this canal carries urine from the bladder, the male is so constructed that semen and urine cannot pass through the urethra at the same time.

A young boy may experience erections from time to time. However, until a boy is about 12 or 14 years of age, he does not usually produce mature sperm. Once he has reached puberty, he may have erections with the discharge of semen from the penis.

When a baby boy is born, the end of the penis is partly covered by loose skin. Circumcision is the term used to refer to the procedure in which this fold of skin (the foreskin or prepuce) is surgically removed.

INSTRUCTIONAL ACTIVITIES

1. Using pictures, transparencies, charts, or models of the male reproductive system, ask the students to locate and name the parts. Teacher will provide information regarding the male reproductive system:
   a) testes
   b) penis
   c) foreskin
   d) scrotum
   e) epididymis
   f) vas deferens
   g) seminal vesicles
   h) urethra
   i) prostate gland
   j) Cowper's glands

2. The teacher will discuss: erection, ejaculation, nocturnal emissions, circumcision, masturbation, and the emergence of secondary sexual characteristics.

INSTRUCTIONAL MATERIALS

For this and all following objectives in Grade 5 Family Life and Human Development, have your media specialist assist in obtaining currently approved films and materials.

SAMPLE ASSESSMENT

Given a diagram of the male reproductive system, the student will label and discuss the function of the testes, epididymis, vas deferens, urethra, seminal vesicles, prostate gland, and penis.

PERFORMANCE OBJECTIVE b) Identify the major parts of the female reproductive system and explain the function of each.

BACKGROUND INFORMATION

Female - The primary reproductive organs in females are the gonads and ovaries.

When a female child is born, she possesses within her body two ovaries containing many thousands of primordial cells. These cells, at this early stage of development, lie dormant and do not mature until the female has grown to be a girl of about ten to twelve years of age. Starting at puberty (the age at which sexual maturity begins), the young girl's reproductive system undergoes many changes. One such change is the development of the ova (egg cells) in the interior of the ovaries. The more mature ovum lies at the surface of the ovary in a fluid-filled sac called a follicle. At fairly regular intervals (approximately 28 days), one or more ova with its genes and chromosomes matures.

The follicle ruptures, and the ovum and the follicular fluid are discharged from the ovary in a process known as ovulation. This continues as a cyclic procedure until a woman is approximately 45-55 years old, at which time ovulation ceases (menopause).

Lying near each ovary is the funnel-shaped open end of a Fallopian tube. These two tubes (approximately three inches in length) end in the uterus (womb). At the time of ovulation, the ovum is expelled from the ovary in the vicinity of the Fallopian tube. It is swept into the tube by a current in the peritoneal fluid created by the fimbriae at the abdominal opening of the tube. Once inside the Fallopian tube, the ovum is moved by the tiny hairlike projections (cilia) through the tube to the uterus.

If the ovum has not been fertilized within approximately 24 hours, it disintegrates.

Fertilization occurs in the Fallopian tube. The fertilized ovum (now called a zygote) normally passes down the tube and becomes embedded in the wall of the uterus. There it is usually retained throughout the period of prenatal development.

The uterus (womb) is a hollow, thick-walled, muscular organ situated between the rectum and the bladder. It is approximately the size of a small, upside-down pear. The Fallopian tubes open into its upper part, one on each side of the uterine cavity which leads to the vagina. The uterus is capable of expanding to the extent that it can contain a growing embryo and fetus throughout the nine-month period of gestation.

The uterine cavity is connected with the outside of the body by means of a passageway which is known as the vagina. The vagina is the canal through which the menstrual flow passes from the uterus to the outside of the body, through which intercourse takes place, and through which a baby is born.

These organs -- the ovaries, Fallopian tubes, uterus, and vagina -- are frequently referred to as the "female reproductive system." In addition, the system includes external structures as well, including the clitoris, labia majora, labia minora, and others.

INSTRUCTIONAL ACTIVITIES

1. Using charts and models, discuss and identify the female reproductive organs.
   a) The internal organs
      (1) ovaries
      (2) uterus
      (3) Fallopian tubes
      (4) cervix
      (5) vagina
   b) The external organs
      (1) clitoris
      (2) labia majora
      (3) labia minora

SAMPLE ASSESSMENT

Given a diagram of the female reproductive system, the student will label and discuss the function of the ovaries, Fallopian tubes, uterus, cervix, vagina, and clitoris.

INSTRUCTIONAL OBJECTIVE 3: Identify the major changes that take place during puberty and adolescence.

PERFORMANCE OBJECTIVE a) Explain the function of the endocrine glands and the bodily changes that occur during puberty and adolescence.

BACKGROUND INFORMATION

The Endocrine System - It is within the endocrine system that certain glands actually regulate body processes by secreting their respective products directly into the blood system instead of through specific ducts to various organs. Body activities such as growth, metabolism, development of secondary sex characteristics, physical stress, and mental development are among those areas which are directly influenced by hormones.

The pituitary gland is located at the base of the brain. Although itself influenced by other glands, its action stimulates the activity of all the other glands. It exerts considerable influence on growth and body size (including dwarfism and giantism). The gonads (testes and ovaries) are totally dependent on its proper functioning.

Hormones of the reproductive organs exert almost complete control over the development of the secondary sex characteristics. In the male, the voice deepens; a beard forms; arms, legs, and shoulders take on a more masculine appearance, etc. In the female, the hips broaden, the breasts develop, and menstruation begins.

INSTRUCTIONAL ACTIVITIES

1. Identify, locate, and discuss functions of the endocrine glands that affect maturation and growth.
   a) pituitary gland
   b) male sex glands (testes)
   c) female sex glands (ovaries)

2. Have students list the major changes that occur during puberty and adolescence, and state the reasons for those changes, (e.g., physical growth, development of secondary sex characteristics, etc.).

3. Discuss how puberty may affect one's feelings toward others, (e.g., family, peers, dating).

SAMPLE ASSESSMENT

1. The student will list three endocrine glands and name an important function of each one.

2. List three physical changes that occur at puberty for both boys and girls.

3. Given a list of secondary sex characteristics, the student will categorize these characteristics under the appropriate sex(es).

CHARACTERISTICS	MALE	FEMALE
Production of ova		
Rapid growth (Height and Weight)		
Menstrual cycle		
Widening of hips		
Increased activity of sebaceous or sweat gland		
Appearance of pubic hair		
Production of sperm		
Development of breasts		

PERFORMANCE OBJECTIVE b) Recognize that personal health needs change during puberty and adolescence.

INSTRUCTIONAL ACTIVITIES

1. Through classroom discussions and appropriate instructional materials, have students identify some positive health habits related to bodily change; e.g., personal hygiene (including skin care), proper diet, exercise, and rest.

2. Have students list examples and explain why exercise, a proper diet, rest, and cleanliness are especially important during puberty.

SAMPLE ASSESSMENT

Identify and explain three or more positive health habits that should be practiced during puberty to meet one's changing health needs.

INSTRUCTIONAL OBJECTIVE 4: Recognize that physical growth, social-emotional growth, and maturity are interrelated.

PERFORMANCE OBJECTIVE: Explain how physical growth, social-emotional growth, and maturity are interrelated.

INSTRUCTIONAL ACTIVITIES

1. Define maturity. List characteristics of a mature human being.

2. List two or more factors that affect physical and social-emotional maturity (e.g., proper diet, rest, exercise).

3. Explain this statement: "Physical maturity occurs during puberty, but social-emotional maturity may take longer."

SAMPLE ASSESSMENT

Given at least three specific examples, the student will explain in one paragraph how physical, social, and emotional health are related to maturity.

INSTRUCTIONAL OBJECTIVE 5: **Understand the menstrual cycle and types of sanitary protection available.**

PERFORMANCE OBJECTIVE: **List and explain stages of the menstrual cycles and discuss types of sanitary protection available.**

BACKGROUND INFORMATION

The menstrual cycle is a continuing proces which takes place during a female's reproductive years (between the approximate ages of 12 and 50). The most evident phase of the cycle is the discharge of blood from the vagina. The discharge originates in the endometrium of the uterus and is called menstruation. The average cycle spans a period of 28 days, but it is also common to find cycles of 21 to 35 days. An individual woman's cycle may also show variation.

The entire menstrual cycle may be considered in four phases.

The menstrual phase (first to about the fifth day): During this period, the tissue debris from the unneeded uterine lining is carried off as part of the menstrual flow. The shedding of the lining is usually completed in from three to seven days.

The post-menstrual phase (about sixth to thirteenth day): This is the time immediately following menstruation, when the lining of the uterus is thin. During this time, the pituitary gland secretes hormones which activate the ovaries to initiate the development of ova and increase estrogen production.

The inter-menstrual phase (about fourteenth day): When the ovum has matured in the ovary, ovulation takes place; e.g., the matured ovum breaks free of the ovarian follicle and moves into the Fallopian tube. The ovaries then release progesterone, a hormone which causes the uterine lining to begin thickening.

The premenstrual phase (about fifteenth to twenty-eighth day): The uterine lining thickens, and the uterus is ready to receive a fertilized egg (zygote). If the ovum is not fertilized, the lining is not needed; and it begins to shed as bloody material.

INSTRUCTIONAL ACTIVITIES

1. Using a chart, slides, or transparency of the female reproductive system, discuss ovulation, fertilization, menstruation, and menopause.

2. Using charts, slides, or transparencies, have the students trace and discuss the menstrual cycle.

3. Discuss the types and uses of sanitary protection
   a) sanitary pads (napkins)
   b) tampons (See information on Toxic Shock Syndrome.)

SAMPLE ASSESSMENT

1. The student will list two different types of sanitary protection used during menstruation and the proper use of each.

2. The student will trace an average menstrual cycle, listing three major events in the cycle.

INSTRUCTIONAL OBJECTIVE 6: Understand the processes of fertilization, prenatal development, and birth.

PERFORMANCE OBJECTIVE: Explain where fertilization takes place and describe major steps in prenatal development and birth.

BACKGROUND INFORMATION

Conception

1. Through sexual intercourse, the male deposits motile sperm at the entrance of the uterus in the female.

2. Human life begins with the penetration of a single ovum (egg) by a single, viable human sperm cell.

Prenatal Development

1. Cell division begins within the Fallopian tube after fertilization.

2. About four days later, the mass of cells attaches itself to the uterine wall.

3. During the first two months, blood cells begin to form, the embryonic heart begins to pulsate, and bud-like limbs begin to develop.

4. At the end of the third month, the fetus is about three inches long and weighs about one ounce. Fingers, toes, and ears are formed. Teeth and nails have begun to develop.

5. During the fourth month, movement and heart beat can be detected.

6. By the end of the seventh month, the baby weighs about three pounds and is about 18 to 20 inches long.

Birth

1. The start of birth may be characterized by one or more of the following:
   a) A discharge of blood-streaked mucous from the vagina
   b) A rupture of the amniotic sac (bag of water) which has surrounded the body of the baby during the pregnancy
   c) A contraction of the muscular wall of the uterus, causing infrequent pains at irregular intervals

2. Labor (contractions of the uterus) pushes the baby into the birth passage (vagina) and birth takes place.

TOXIC SHOCK SYNDROME (TSS)

Information approved by the Medical Advisory Committee, September 8, 1982.

TSS is a rare but serious illness, caused by the bacterium staphylococcus aureus. According to studies by the Federal Center for Disease Control, about 800 cases of TSS were reported in 1980 among 52 million menstruating women in the United States.

Symptoms include:

- sudden high fever, usually 102°F or over, accompanied by
- vomiting and/or diarrhea

If these symptoms develop, contact your doctor immediately. If you are using a tampon, remove it. You may not have TSS, but you should make certain, because in rare cases TSS can be fatal.

There may be other signs:

- sudden drop in blood pressure
- dizziness
- sunburn - like rash

The Food and Drug Administration (FDA) offers this advice:

1. You can almost entirely avoid the low risk of getting TSS by not using tampons.

2. If you choose to use tampons, you can reduce the risk of TSS by changing your tampon every two or three hours, and by not using tampons at night.

3. If a doctor has told you that you have had TSS, or, if you believe you have had the disease, do not use tampons until you check with your doctor.

INSTRUCTIONAL ACTIVITIES

1. Have students explain and discuss:
   a) fertilization
   b) embryo
   c) placenta
   d) fetus
   e) umbilical cord

2. Show on a chart, model, or transparency where the egg (ovum) is fertilized and where the baby will develop.

3. Have students explain what happens at the time of birth and the birth process:
   a) labor
   b) delivery
   c) umbilical cord
   d) placenta or afterbirth
   e) afterpains

4. Discuss the development of the embryo and fetus, from fertilization to birth: one month, three months, seven months, and birth.

5. Explain and discuss these terms related to the reproductive system:
   a) genes and chromosomes
   b) fraternal twins
   c) identical twins
   d) Siamese twins
   e) miscarriage
   f) fertility
   g) sterility
   h) Caesarean section
   i) menopause
   j) breech birth

SAMPLE ASSESSMENT

1. The student will describe prenatal development at one month, three months, and seven months.

2. The student will describe the three processes of fertilization, prenatal development, and birth.

3. The student will name and characterize two of the processes usually accompanying birth.

PART I - FAMILY LIFE AND HUMAN DEVELOPMENT

GRADE 6

INSTRUCTIONAL OBJECTIVE 1: Identify chronic diseases and analyze their effects on the individual and the family.

PERFORMANCE OBJECTIVE: List symptoms of chronic diseases, and analyze the effect of those diseases on the family.

INSTRUCTIONAL ACTIVITIES

1. Have students work in groups to select a body system, collect data, and report on disorders of that system. Groups of disorders could be neurological; circulatory; digestive; and skeletal/muscular.

2. Prepare "situations" dealing with various chronic diseases and have selected students read the situation to the class, explaining how each would place different demands upon the family. Students should be encouraged to ask questions concerning new job responsibilities that have to be assumed by other family members when a person becomes ill; e.g., financial burdens, transportation, shopping, etc.

3. Show film The Same Inside. Discuss the feelings of rejection and the courage shown by the children in the film.

INSTRUCTIONAL MATERIALS

Film: The Same Inside (New film; check latest film supplement for number.)

SAMPLE ASSESSMENT

Students will describe how specific chronic diseases affect the individual and will list how the disease can affect the rest of the family.

INSTRUCTIONAL OBJECTIVE 2: Recognize and analyze how people adapt to environmental changes.

PERFORMANCE OBJECTIVE: Describe how people adapt to changes in the immediate environment (e.g., the family/school).

INSTRUCTIONAL ACTIVITIES

1. Discuss and identify basic family types:
   a) Single adult family
   b) Married couple
   c) Biological nuclear family
   d) Adoptive nuclear family
   e) One parent family
   f) Blended family
   g) Extended family
   h) Relative family

2. Explain how family members adapt to change (e.g., death, birth, divorce, separation, abandonment, adoption, illness).

3. Discuss the changes that occur in moving to a new environment and how people adapt to these changes (e.g., making new friends, attending new school, getting used to new surroundings, etc.).

4. Have student write a paragraph about the problems and possible advantages/ disadvantages of moving.

SAMPLE ASSESSMENT

The student will list three factors that need to be considered when there is a sudden change in the family structure (e.g., birth, death, divorce).

PART II - SAFETY

TEACHER MATERIALS

In addition to the instructional materials listed under the various safety objectives, teachers may wish to refer to the following:

Approved health texts (see current textbook listing).
Safety, Touch and Me, Montgomery County, Health Department, Sexual Assault Service, 1983 (Sexual Assault Prevention).
MCPS Film Catalog (latest supplement).
Health Education: A curricular Approach to Optimal Health, Volume I, MSDE, 1973.
Maryland State Alcohol and Traffic Safety Curriculum Guide, Volumes 1-4, April, 1974.
Safety Instruction System - Traffic Safety, K-6, MSDE, 1972.
Project Basic Guide (Survival Skills).

PART II - SAFETY

KINDERGARTEN

INSTRUCTIONAL OBJECTIVE 1: Identify specific colors and relate them to safety rules and situations. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 2: Identify the proper procedures for crossing an intersection with/without safety patrol member. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 3: Identify bicycle practices that can prevent acidents. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 4: Understand why there are procedures for school bus safety. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 5: Understand how wearing an automobile seat belt relates to safety.

PERFORMANCE OBJECTIVE: Illustrate at least one way in which wearing a seat belt can help in an accident.

EDUCATIONAL ACTIVITIES

1. Read aloud A New Look for An Old Car, and elicit from children a description of a seat belt and how it works.

2. Demonstrate the experience of falling backward when a motionless vehicle makes a sudden start. Using a wagon, stack two or three blocks in the wagon. Pull the wagon quickly forward to show what happens with a sudden forward movement.

3. Using the blocks, show what happens when the wagon makes a sudden stop.

4. If possible, obtain seat belts and demonstrate.

5. Discuss other accidents that could happen without seat belts.

SAMPLE ASSESSMENT

1. The student will draw a picture showing the use of the seat belt.

2. Each student will tell one advantage of the seat belt and one danger of not using one.

INSTRUCTIONAL OBJECTIVE 6: Recognize things that burn easily.

PERFORMANCE OBJECTIVE: Among articles commonly encountered, be able to identify those which are dangerous because they burn easily.

EDUCATIONAL ACTIVITIES

1. Have students name things that burn easily.
   List should include:
   a) litter and trash
   b) clothing -- especially sleepwear, robes, costumes, and party dresses
   c) curtains, furniture, fabrics, and rugs
   d) grease used in cooking
   e) mattresses and bedding
   f) gasoline, kerosene, lighter fluid, charcoal starter fluid, and other liquids that burn
   g) oily rags
   h) holiday trees and decorations
   i) paper party decorations

INSTRUCTIONAL MATERIALS

Teaching About Safety

The National Fire Protection Association Learn Not To Burn Curriculum, Level I

SAMPLE ASSESSMENT

Student will find at least four magazine pictures of things that burn easily.

INSTRUCTIONAL OBJECTIVE 7: Recognize substances or objects that may cause fire.

PERFORMANCE OBJECTIVE: Among substances or objects commonly encountered, be able to identify those which are dangerous because they may cause fire.

EDUCATIONAL ACTIVITIES

1. Discuss various things that may cause fire.
   a) matches
   b) cigarettes, cigars, pipes
   c) stoves, space heaters, water heaters, irons
   d) electricity
   e) fires in fireplaces
   f) campfires
   g) furnaces
   h) lightning

2. Discuss how winds and drafts can spread fire.

3. Discuss precautions necessary in regard to matches, campfires, etc.

SUGGESTED ASSESSMENT

Student will draw a series of four pictures illustrating the various things that may cause fire.

INSTRUCTIONAL OBJECTIVE 8: Recognize ways of preventing fires in the home.

PERFORMANCE OBJECTIVE a) Tell at least three things a person can do to help prevent home fires.

INSTRUCTIONAL ACTIVITIES

1. Discuss the importance of fire prevention at home.

2. Ask children to tell of ways they can think of to prevent home fires. Be sure the following points are mentioned:
   Store things that burn easily in safe ways.
   Clean out litter, old papers, etc.
   Never play with matches or gasoline.
   Keep fireplace screened when fire is burning.
   Be careful when cooking on a gas stove.
   No one should smoke in bed, or when dozing in front of television.
   All matches and cigarettes should be extinguished safely.

3. Discuss the importance of smoke alarms and fire extinguishers, and a home excape plan.

PERFORMANCE OBJECTIVE b) Tell what one should do in case of a fire at home.
   1) Get out of the house.
   2) Warn others, if possible while exiting.
   3) Call 911, or have someone call 911, from another house or location.
   4) Do not go back inside for pets or belongings until the fire fighters say it is safe.
   5) Wait outside in a pre-arranged location.

SAMPLE ASSESSMENT

When asked, child will tell at least three ways a person can help prevent household fires, and tell what one should do in case a fire occurs.

INSTRUCTIONAL OBJECTIVE 9: Recognize appropriate conduct for fire drills. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 10: Identify safe practices on the playground. (Social Studies Objective C010.00)

INSTRUCTIONAL OBJECTIVE 11: Identify procedures to be followed in case of an accident.

PERFORMANCE OBJECTIVE: Demonstrate procedures to be followed in case of an accident or incident.

EDUCATIONAL ACTIVITIES

1. Discuss the importance of reporting an accident immediately to a teacher, principal, or other adult.

2. Discuss why it is important to have the injury taken care of.

3. Discuss reasons why it is important to tell a trusted adult right away if approached improperly. Show and discuss film 8456 Better Safe Then Sorry II, or similar film.

INSTRUCTIONAL MATERIALS

Check latest Film Catalog Supplement for other recent films on this subject.

Film: F8456 Better Safe Then Sorry II

SAMPLE ASSESSMENT

Have the students draw a picture of one person in the school to whom an accident or incident could be reported to and give the name of that person.

PART II - SAFETY

GRADE 1

INSTRUCTIONAL OBJECTIVE 1: Know the colors used in clothing seen most easily by motorists.

PERFORMANCE OBJECTIVE: Name the colors in clothing most easily seen by motorists in various situations.

EDUCATIONAL ACTIVITIES

1. Discuss with students colors which are the easiest to see in each of the situations listed below:
   a) rainy weather
   b) sunny weather
   c) snowy weather
   d) evening

2. Cut out magazine pictures of items of clothing illustrating the most appropriate color for safety in a given situation: e.g., a yellow raincoat, a red snowsuit, white or reflective clothing for night.

SAMPLE ASSESSMENT

Students color a ditto sheet illustrating articles of clothing using the most appropriate color for each item.

INSTRUCTIONAL OBJECTIVE 2: Identify safe behavior for pedestrians.

PERFORMANCE OBJECTIVE: Recognize and explain safe and unsafe behavior for pedestrians in a variety of situations.

EDUCATIONAL ACTIVITIES

1. Discuss where and why accidents occur when students are walking to and from school. Include the following situations:
   a) running between parked cars
   b) running across the street in the middle of the block
   c) crossing without the directions of crossing guard or safety patrol member
   d) crossing against the light
   e) standing or playing in the street
   f) walking with traffic when there are no sidewalks

2. Draw pictures illustrating the rules of being a safe pedestrian.

INSTRUCTIONAL MATERIALS:

Films: F5345 Safely Walk to School 1-3
F5021 Otto the Auto, Series Co.
F8488 Healthwise Series: Playing It Safe

Health textbook

SAMPLE ASSESSMENT MEASURES

Each student will relate orally three good rules for being a safe pedestrian.

INSTRUCTIONAL OBJECTIVE 3: Understand bicycle safety.

PERFORMANCE OBJECTIVE: Suggest situations and identify methods for safe bicycle riding. Tell why.

EDUCATIONAL ACTIVITIES

Encourage children to think of rules they should follow on their bicycles. Make a list titled: "Our Bicycle Rules."

INSTRUCTIONAL MATERIALS

Health textbook

SAMPLE ASSESSMENT

1. The student will state three reasons why it is important to ride a bicycle that fits the rider properly. Sample answers: If it's too big, feet may not reach pedals, or body may have to shift back and forth. May need to lower seat so much that steering becomes hard. May lose control. If too small, the rider may bump knees.

2. The student will illustrate by drawing pictures of two procedures to follow for safe bicycle riding.

INSTRUCTIONAL OBJECTIVE 4: Understand school bus safety. Describe appropriate and inappropriate behavior in riding a school bus.

PERFORMANCE OBJECTIVE: Know why certain behaviors are appropriate or inappropriate in riding a school bus.

EDUCATIONAL ACTIVITIES

Have a discussion on the do's and don'ts of safe riding on the school bus.

SAMPLE ASSESSMENT

The student will relate three safety rules to follow when riding on the school bus.

INSTRUCTIONAL OBJECTIVE 5: Demonstrate appropriate conduct for fire drills.

PERFORMANCE OBJECTIVE: Identify reasons why certain conduct is appropriate or inappropriate for fire drills.

SUGGESTED ACTIVITIES

1. Show students a diagram of the classroom and the exits out of the classroom and buildings.

2. Walk students through the fire drill.

3. Have a fire truck and firefighters visit the school.

INSTRUCTIONAL MATERIALS

Film: F2244 Firehouse Dog

SAMPLE ASSESSMENT

Have students draw a diagram or picture of the classroom and draw in the doors and windows.

INSTRUCTIONAL OBJECTIVE 6: Know the basics of playground safety and list (or have teacher list) ways playground accidents happen.

PERFORMANCE OBJECTIVE: Recognize how and why playground accidents happen and suggest ways of preventing them.

EDUCATIONAL ACTIVITIES

1. Identify playground accidents
   a) falling off the playground equipment
   b) slipping on the equipment
   c) tripping and falling
   d) running and falling
   e) running into another person
   f) hitting someone else or being hit by a snowball, a stone, a ball, or swing

2. Discuss ways in which the accidents could be prevented. Include the importance of listening and following directions.

SAMPLE ASSESSMENT

1. Tell three ways accidents happen.

2. Demonstrate one way an accident could be avoided.

INSTRUCTIONAL OBJECTIVE 7: Understand the consequences of pushing, shoving, and tripping.

PERFORMANCE OBJECTIVE: List consequences of pushing, shoving, and tripping and suggest ways to prevent such activity.

EDUCATIONAL ACTIVITIES

1. Have students relate unsafe practices in the school building.

2. List three injuries that could result from tripping another student.

3. Develop with the class a "behavior code" for use throughout the school building.

SAMPLE ASSESSMENT

The student will state orally three hazards related to pushing, shoving, or tripping.

INSTRUCTIONAL OBJECTIVE 8: Recognize fire and safety hazards that can be found in the home.

PERFORMANCE OBJECTIVE: Describe fire and safety hazards that can be found in the home and what can be done to eliminate them.

EDUCATIONAL ACTIVITIES

1. Discuss the locations presenting the greatest hazards in the home. (Teacher directed. Be cautious about personal privacy. Mention kitchen, bathroom, steps.)

2. Draw pictures of hazards found in certain home locations, e.g., basement, kitchen, garage, yard.

3. Discuss forest fires and how they can be prevented.

4. Have students practice reporting a fire by phone on a toy telephone. Have them dial 911 and give location of fire, speaking clearly and slowly, and then wait for questions.

SAMPLE ASSESSMENT

1. Draw a picture of one fire hazard in one room of the house.

2. Use a telephone accurately in order to report a fire.

INSTRUCTIONAL OBJECTIVE 9: Recognize certain situations as being safe or dangerous.

PERFORMANCE OBJECTIVE: Explain how to handle an unsafe situation, such as having an accident or being lost.

EDUCATIONAL ACTIVITIES

1. Have each student recite his/her name and address.

2. Review using the telephone, dialing or using push buttons to call 911.

3. Have student dramatize problem situations or accidents:
   a) getting lost
   b) being approached improperly by a stranger or an acquaintance
   c) seeing a fire, an accident, or other unsafe situation

4. Discuss how children should respond to each situation

5. Show film 8449 Get Help, Gave Aid.

6. Show and discuss film 8456 Better Safe Than Sorry II, or a similar film.

INSTRUCTIONAL MATERIALS

Films: F8449 Get Help, Give Aid
F8456 Better Safe Than Sorry II
Alone at Home Now I Can Tell You My Secret

Check latest Film Catalog Supplement for most recent films.

SAMPLE ASSESSMENT

Each student must know his/her name and address perfectly and be able to tell it to another person clearly.

Each student should relate what should be done if she or he is approached improperly by a stranger or an acquaintance.

INSTRUCTIONAL OBJECTIVE 10: Identify rules for children in relating to strangers.

PERFORMANCE OBJECTIVE: Give examples of and reasons for rules for children in regard to strangers.

EDUCATIONAL ACTIVITIES

1. Make a class list of rules in relating to strangers and have children recite the rules out loud.
   a) Never go with strangers no matter how nice they seem to be.
   b) Report strangers who invite you or other children to go with them.

2. Show a "Block Parent" sign and explain what it means. Check first to see whether your school participates in this program. If not, the PTSA may wish to consider instituting such a program.

3. Have each student count the number of "Block Parent" signs seen on the way to school. Emphasize noticing exactly where each of the houses is.

INSTRUCTIONAL MATERIALS

Films: F6831 Dangerous Stranger
Beware of Strangers (a new Fat Albert film; check catalog number before orderin)

SAMPLE ASSESSMENT

1. Each student will draw a "Block Parent" picture.

2. Each student will tell the class how many "Block Parent" signs they have seen.

PART II - SAFETY

GRADE 2

INSTRUCTIONAL OBJECTIVE 1: Identify situations that may lead to pedestrian accidents. (Project Basic 2.1.1.12; MSDE SIS pp. 3-12)

PERFORMANCE OBJECTIVE: Illustrate situations that may lead to pedestrian accidents and give reasons for them.

EDUCATIONAL ACTIVITIES

1. Have a class discussion regarding situations which may result in pedestrian accidents. Make sure this discussion includes the following situations:
   a) running into the street between two parked cars
   b) running across the street in the middle of the block
   c) crossing against the light
   d) darting into the street without looking
   e) running across the street
   f) playing in the street
   g) not waiting on the curb
   h) walking against traffic when there are no sidewalks

2. Discuss reasons for the pedestrian actions above.

3. Compose a list of good places to play, away from traffic.

4. Take pictures of children in class being safe pedestrians. Make posters for school using these pictures.

INSTRUCTIONAL MATERIALS

Health textbooks

Film: F5022 The Talking Car

SAMPLE ASSESSMENT

Using paper and crayons, each student will draw two situations titled "The Safe and Responsibile Pedestrian" . . .

INSTRUCTIONAL OBJECTIVE 2: Identify the motor skills one needs to ride a bicycle safely.

PERFORMANCE OBJECTIVE: Describe and illustrate the motor skills one needs to be a safe bicycle rider.

EDUCATIONAL ACTIVITIES

Make a list of the skills you need to be a good bicycle rider. Be sure to include the following skills:
   a) getting on and starting up
   b) balancing

c) keeping a good position
d) pedaling and ankling
e) changing balance to turn
f) braking--hand brakes and foot brakes
g) getting off

INSTRUCTIONAL MATERIALS

Film: F5024 Day the Bicycles Disappeared

SAMPLE ASSESSMENT
Student will relate four skills needed to be a good bicycle rider.

INSTRUCTIONAL OBJECTIVE 3: Understand the difference between desirable and undesirable behavior on the school bus. (MSDE SIS 104-138)

PERFORMANCE OBJECTIVE a) Describe and illustrate desirable and undesirable behavior on the school bus and give reasons underlying each.

EDUCATIONAL ACTIVITIES

1. Make a class mural illustrating all the do's and don'ts of safety on the school bus.

2. Students write a brief report on why it is important to follow safe procedures on the school bus. Share the reports in class.

INSTRUCTIONAL MATERIALS

Film: F6771 School Bus Safety and Courtesy, K-6

SAMPLE ASSESSMENT

Each student will illustrate through the use of drawings two rules for safety on the bus.

PERFORMANCE OBJECTIVE b) List the safety procedures to follow while waiting for a school bus at the bus stop.

EDUCATIONAL ACTIVITY

Using chart paper, students compose a list of procedures to follow while waiting for the school bus.

INSTRUCTIONAL MATERIALS

Safety Instructional System. Maryland State Department of Education III, pp. 83-107.

SAMPLE ASSESSMENT

Each student will illustrate three good rules to follow while waiting for the school bus.

PERFORMANCE OBJECTIVE c) List the proper safety procedures to follow for entering a school bus.

EDUCATIONAL ACTIVITY

Evoke student responses regarding proper procedures for entering a school bus, and record on a chart.

SAMPLE ASSESSMENT

Student will illustrate three good rules to follow while entering a school bus.

PERFORMANCE OBJECTIVE d) List the proper safety procedures to follow while riding on a school bus.

EDUCATIONAL ACTIVITIES

Have students write a short report on why it is important to follow safe procedures while riding the bus.

SAMPLE ASSESSMENT

Student will illustrate three good rules to follow while riding the school bus.

PERFORMANCE OBJECTIVE e) List the proper safety procedures to follow when exiting from a school bus.

EDUCATIONAL ACTIVITY

Provide students with a list of proper procedures to follow when exiting from a school bus.

SAMPLE ASSESSMENT

Student will illustrate three good rules to follow when exiting from a school bus.

SAMPLE ASSESSMENT

The student will relate three safe rules to follow when riding on the school bus.

INSTRUCTIONAL OBJECTIVE 4: Recognize the dangers of pushing, shoving, and tripping. (Project Basic 2.1.1.12; MSDE SIS p. 182)

PERFORMANCE OBJECTIVE: Discuss and illustrate the dangers of pushing, shoving, and tripping.

EDUCATIONAL ACTIVITIES

1. Develop with the class a "behavior code" for use throughout the school building.

2. Have students relate unsafe practices observed in the school building.

3. List three injuries that could result from pushing or tripping another student.

INSTRUCTIONAL OBJECTIVE 5: Understand safe use of playground equipment. (Project Basic 2.1.1.12; P.E.; MSDE SIS pp. 182-183)

PERFORMANCE OBJECTIVE: Explain the safe way to use equipment in this particular school's playground.

EDUCATIONAL ACTIVITIES

1. Divide class into groups. Assign each group one piece of playground equipment. Group works on rules for that equipment, and shares rules with class for input. Rules are posted in the room as developed.

2. Each student then chooses a favorite piece of playground equipment, draws it on a large piece of paper, colors it and carefully writes below the picture at least one rule for its safe use.

SAMPLE ASSESSMENT

Student will follow safety rules when using playground equipment.

INSTRUCTIONAL OBJECTIVE 6: Know rules to follow on the playground. (Project Basic 2.1.1.12; P.E.; MSDE SIS pp. 182-183).

PERFORMANCE OBJECTIVE: Students will know and follow general playground rules.

EDUCATIONAL ACTIVITY

Have class, working as a group, formulate general playground rules. Teacher will list rules as class makes them. Keep rules posted in front of room.

SAMPLE ASSESSMENT

Students will follow safety rules while using playground.

NOTE: Objectives related to personal safety are alos appropriate with this unit. See Safety, Touch and Me.

PART II - SAFETY

GRADE 3

INSTRUCTIONAL OBJECTIVE 1: Identify the tasks people can perform to help prevent most uncontrolled fires.

PERFORMANCE OBJECTIVE a) Describe the tasks people can perform in and about the house to help prevent most uncontrolled fires, and explain how they help do this.

INSTRUCTIONAL ACTIVITIES

1. Using chart paper, make a list of some of the basic precautions to help keep uncontrolled fires from happening:
   a) Observe good housekeeping habits.
   b) Store items carefully.
   c) Use heat sources carefully.

SAMPLE ASSESSMENT

Write a paragraph titled "An Easy Place for an Uncontrolled Fire To Start."

PERFORMANCE OBJECTIVE b) Describe fire hazards sometimes found in the home, school, and community and remedies for them.

INSTRUCTIONAL ACTIVITIES

1. Have each student list fire hazards he/she may find at school, home, or in the neighborhood.

2. Have a class discussion of the hazards found and make a list of remedies for each.

SAMPLE ASSESSMENT

Make a chart illustrating three common fire hazards: one in the home, one in the school, and one in the community. Write a remedy for each.

INSTRUCTIONAL OBJECTIVE 2: Identify the rules for fire drills

PERFORMANCE OBJECTIVE: Discuss the rules for fire drills and why they are needed.

INSTRUCTIONAL ACTIVITIES

1. Discuss why fire drills are necessary.

2. As a group, have students compile a list of rules for a good fire drill at school.

3. Arrange rules in a logical sequence.

4. Display rules with a student illustration for each rule.

SAMPLE ASSESSMENT

The student will list the rules for a good fire drill.

INSTRUCTIONAL OBJECTIVE 3: Explain proper and safe use of classroom equipment. (P.E.)

PERFORMANCE OBJECTIVE: Explain reasons for care in using items of classroom equipment, and exercise such care in actual use.

INSTRUCTIONAL ACTIVITY

Discuss with class rules for safe use of specific items of classroom equipment. Be sure to include such items as computers, TV, projector equipment, balls, pointers, poles used to pull down window shades or maps, scissors, glass objects, and anything which has sharp corners. This list of rules to be posted.

SAMPLE ASSESSMENT

Students will use classroom equipment with care.

INSTRUCTIONAL OBJECTIVE 4: Identify a variety of hazards connected with snow and ice.

PERFORMANCE OBJECTIVE: Describe hazards of snow and ice connected with travel, play, and maintaining body heat.

INSTRUCTIONAL ACTIVITIES

1. Student will list hazards involved in winter play, e.g., throwing snow balls, sledding, ice skating.

2. Have students write a brief situation entitled, "Skating on Thin Ice."

3. Discuss the types of clothing necessary for playing in the snow and on the ice.

SAMPLE ASSESSMENT

Each student will list two do's and two don'ts pertaining to snow and ice safety.

INSTRUCTIONAL OBJECTIVE 5: Understand notification procedures connected with emergencies.

PERFORMANCE OBJECTIVE: Identify persons and procedures for proper notification in a variety of emergency situations.

INSTRUCTIONAL ACTIVITIES

1. Discuss the various local emergency units available:
   a) police department
   b) fire department

c) rescue squad
d) family physician

2. Review emergency telephone number and how to report an emergency or accident.

3. Have students make a telephone number list to be hung by their home telephone including:
   a) emergency number of 911 for fire, police and ambulance
   b) family doctor's number
   c) parents' work numbers
   d) neighbor or relative's number

4. Discuss the "Block Parent" system.

5. Have students write down the number of houses on their route home that have the "Block Parent" sign in the window. Students should make a mental note of these.

6. Discuss the possible emergency situation of attempted sexual assault (someone touching the child improperly, asking him or her to disrobe for no reason, etc.). Show and discuss one of the recommended movies. See also Safety, Touch and Me for other possible activities.

SAMPLE ASSESSMENT

1. The telephone number list will be assessed for completeness. At least four emergency numbers must be included.

2. The child will give rules for steps to take if approached improperly, whether by an acquaintance or by a stranger.

PART II - SAFETY

GRADE 4

Additional performance objectives, suggested activities, and assessment measures for the safety instructional objectives in this guide are located in the MCPS Safety Bulletin and in the Learn Not To Burn, Curriculum Level II. These materials are presently available in our schools.

INSTRUCTIONAL OBJECTIVE 1: Identify fire hazards in the home, school, and community (2.1.1.12). (The performance objectives covered under this objective are recommended by the National Fire Protection Association and are located in the Learn Not To Burn Curriculum, Level II.)

PERFORMANCE OBJECTIVE a) Define the three types of fires.

EDUCATIONAL ACTIVITIES

List and discuss the three types of fire:
- a) Class A - paper, wood, brush, and textiles
- b) Class B - oil, gasoline, grease, and paint
- c) Class C - electrical

SAMPLE ASSESSMENT

List the three types of fires and give an example of each.

PERFORMANCE OBJECTIVE b) Identify how each type of fire can be extinguished.

EDUCATIONAL ACTIVITIES

1. Review what makes fire burn -- fuel, oxygen, and heat.

2. Discuss how the three types of fire can be put out:
   - a) Class A - water
   - b) Class B - smothered -- Since these liquids float on top of water, use dry powder, bicarbonate of soda, chemical foam, or CO_2
   - c) Class C - smothered -- Water or foam cannot be used because water is a conductor of electricity. Use dry powder, CO_2, or carbon tetrachloride.

SAMPLE ASSESSMENT

List one way in which each of the three types of fires can be put out.

PERFORMANCE OBJECTIVE c) Explain actions which lessen the possibility of fire in the home and actions which lessen the chance of harm in a fire.

EDUCATIONAL ACTIVITIES

1. Have each student draw a floor plan of each level of his/her home.

2. Have each student devise escape routes for all family members from each bedroom and from the living area of the house.

3. Review the plans in class and establish alternative escape routes.

4. Discuss the importance of not taking time to get dressed and of not returning to the house for pets or favorite possessions.

5. Discuss the advantages of smoke detectors and the reasons for their being legally required.

6. Discuss smoke inhalation and how to minimize the effects by getting down near the floor in order to get out.

INSTRUCTIONAL MATERIALS

Film: F0927 I'm No Fool with Fire

SAMPLE ASSESSMENT

The floor plans and escape routes of each student will be evaluated in terms of completeness and feasibility.

PERFORMANCE OBJECTIVE d) Relate how fires can be prevented in the home.

EDUCATIONAL ACTIVITIES

1. List rooms in the house which lend themselves most readily to fires.

2. List hazards which may be found in each of these rooms.

3. Discuss good housekeeping techniques that will help prevent fires:
   a) Cleaning up waste and litter
   b) Caring for dead leaves and grass
   c) Storing oily and paint rags in metal containers or hanging them in well ventilated places
   d) Storing aerosol cans away from heat
   e) Storing gasoline in metal safety cans and not in the house
   f) Storing other flammable liquids in metal cans with tight fitting lids away from the heat

4. List and discuss the wise use of electricity.
   a) The number of appliances plugged into one outlet is important.
   b) Portable appliances, especially irons, should be unplugged when not in use. Never place an iron flat side down.
   c) Frayed appliance ends should be replaced.
   d) Electric light bulbs should be kept away from flammable materials.
   e) Extension cords should be kept out in the open.
   f) Improperly working appliances should be repaired.
   g) Room heaters should be kept away from flammable materials.

5. Discuss the harmful aspects of fireworks and blasting caps.

6. Discuss hazards of matches and cigarettes in starting fires; e.g., smoking in bed.

SAMPLE ASSESSMENT

1. List three good housekeeping techniques that may help prevent fires.

2. Name four points to remember about the use of electrical appliances.

3. List hazards found in three different rooms in the house.

INSTRUCTIONAL OBJECTIVE 2: Apply knowledge when dealing with various situations regarding pedestrian safety, bus safety, bicycle safety, and automobile safety.

PERFORMANCE OBJECTIVE a) Interpret the shapes and symbols of traffic signs which have no words (known as international traffic signs).

EDUCATIONAL ACTIVITIES

1. Have students match various shapes with their correct definition;

   e.g., - a three-sided figure.

2. Discuss the symbols used on each of these shapes and what action pedestrians should take when one of these signs is observed.

INSTRUCTIONAL MATERIALS

Safety Instructional System. Maryland State Department of Education, Safety Education and Transportation, pp. 16-19.

SAMPLE ASSESSMENT

Given a worksheet illustrating ten traffic shapes and symbols used in the traffic environment, the student will correctly match each shape and symbol with its definition.

PERFORMANCE OBJECTIVE b) State why certain colors are used in certain situations.

EDUCATIONAL ACTIVITIES

1. Discuss with students the following questions:
   a) Why do you think golf balls are white?
   b) Why do you think hockey pucks are black?
   c) Why do you think patrols wear white or fluorescent orange belts?
   d) Why are crosswalks on streets painted white?
   e) Why do you think most school buses are painted yellow?

   Continue discussion by having students think of other situations in which visibility plays a primary role in determining the color of specific items.

2. Discuss with students what time they feel is the most dangerous time of day for a pedestrian and give reasons for their answers. (NOTE: According to School Safety, September-October 1965, more children are hit by cars during the four-hour period 3:00-7:00 p.m. than during any other time of day.)

3. In a darkened classroom, shine a flashlight on various children clad in dark colored, light colored, and white clothing. Some of the children may wear something made of reflecting material (e.g., a patrol belt or a day-glo color). Stress that the degree of visibility depends on the color being worn.

4. As a related activity, have students bring in articles or do research on how animal camouflage helps animals protect themselves. Contrast this to the precautions pedestrians should take by dressing in colors appropriate according to weather conditions and/or time of day.

INSTRUCTIONAL MATERIALS

Health Textbooks
Flashlight

SAMPLE ASSESSMENT

Each student will list two colors that should be worn at night or in inclement weather, and cite the advantages these have over two other colors.

PERFORMANCE OBJECTIVE c) Identify hazards connected with bicycle riding.

EDUCATIONAL ACTIVITIES

1. Have students write short stories on subjects such as the following:
   a) What can happen when bicycle riders do not follow traffic laws of safety?
   b) How can a bicycle endanger the safety of pedestrians?
   c) What hazards exist when bicycle riders ignore driveways and alleys?

2. Have a police officer discuss bicycle safety, and explain the need for bicycle licenses.

INSTRUCTIONAL MATERIALS

Filmstrip Kit: Hazards in Sight.

SAMPLE ASSESSMENT

Each student will list five situations which may prove to be hazardous to bicycle riders and/or pedestrians and explain how each hazard could be avoided.

PERFORMANCE OBJECTIVE d) List the major responsibilities of a safety patrol member.

EDUCATIONAL ACTIVITIES

1. Discuss the important role of the safety patrol in the school.

2. Make a list of responsibilities each patrol member has.

INSTRUCTIONAL MATERIALS

Film: F6731 Your School Safety Patrol

SAMPLE ASSESSMENT

Each student will list in writing five responsibilities of the safety patrols.

PERFORMANCE OBJECTIVE e) State desirable and undesirable behavior on a school bus.

SUGGESTED ACTIVITY

Initiate a class discussion on the do's and don'ts of safe riding on a school bus.

SAMPLE ASSESSMENT

Each student will make a poster illustrating three do's and don'ts when riding on a school bus.

PERFORMANCE OBJECTIVE f) Identify safety features in late model cars.

EDUCATIONAL ACTIVITIES

1. Have students get pictures of cars from the Model T to a recent model. Compare and discuss the difference in safety features.

2. Make a chart listing safety devices on cars today:
   a) defroster--windshield wipers
   b) brake lights
   c) blinker and flasher
   d) horn
   e) bumper
   f) safety belts
   g) fender and mudguard
   h) head support
   i) shoulder harness
   j) mirrors

3. Discuss how these devices make a car safer.

4. Students can draw a picture with safety devices they feel will be needed now or in the future.

SAMPLE ASSESSMENT

The student will list four safety devices and explain in writing how they can help keep him/her safe in a car.

INSTRUCTIONAL OBJECTIVE 3: Recognize each individual's responsibility in various situations involving safety in the school and on the playground.

PERFORMANCE OBJECTIVE a) Identify types of accidents that occur in specific areas of the school playground.

EDUCATIONAL ACTIVITIES

1. Have students ask family members to help scan the newspaper every day for a week for stories of accidents that happen to students at play.

2. Invite the school nurse or other staff member to tell the class about the kinds of accidents and injuries that have happened on the playground. Have the class suggest how these accidents might have been avoided.

INSTRUCTIONAL MATERIALS

Film: F7019 Playground Safety

SAMPLE ASSESSMENT

Have students list two types of accidents that occur commonly on the playground and how each could be avoided.

PERFORMANCE OBJECTIVE b) Identify what parents, schools, and communities do to try to prevent playground accidents.

EDUCATIONAL ACTIVITIES

1. List ways that playground planners can make playgrounds as safe as possible.
   a) Provide strong, steady play equipment without sharp points or edges.
   b) Cover ground around equipment area with a soft material.
   c) Separate quipment area from area for running games.

2. Discuss how playground play is watched by teachers, aides, or parents to be sure that pupils are playing safely.

3. Discuss how school rules are enforced to help remind children to have the most fun without getting hurt.

SAMPLE ASSESSMENT

1. List two safety measures manufacturers include in making their equipment.

2. Draw a picture of a safe playground.

PERFORMANCE OBJECTIVE c) State the dangers of practical jokes.

EDUCATIONAL ACTIVITIES

1. Explain and discuss the dangers of practical jokes.

2. Have students make a list of at least two accidents that can result from playing jokes.

SAMPLE ASSESSMENT

The student will list three common practical jokes and identify the possible danger of each.

PERFORMANCE OBJECTIVE d) Explain the concept of "accident repeaters."

EDUCATIONAL ACTIVITIES

1. Ask student to recall accidents they have had, observed, or read about, and to consider whether the possible mental-emotional state of the victim may have contributed to the accident.

2. Have students list types of accidents that may be caused by "accident proneness."

SAMPLE ASSESSMENT

After discussing "You act as you think and feel," the student will write about a situation illustrating the relationship between accidents and a person's state of mind.

PERFORMANCE OBJECTIVE e) Identify the various warning systems.

EDUCATIONAL ACTIVITIES

1. Each student will take part in drills for all types of disaster and emergency warnings.

2. The student will familiarize himself/herself with the warning systems and the plan for each warning to act quickly and efficiently.

3. List roles to follow for the various warnings on a chart.

SAMPLE ASSESSMENT

1. Observe each student's reactions in the different drills.

2. Each student will describe the warning signal and emergency or disaster warnings.

PERFORMANCE OBJECTIVE f) List reasons for developing shelter living plans and skills, and proper attitudes for possible disasters.

EDUCATIONAL ACTIVITIES

1. Discuss the following questions:
   a) Why should we have fire drills in school and at home?
   b) Under what conditions should we have home shelters? (Home located in area with many tornadoes, or perhaps located near a nuclear facility.)
   c) What do we need to know to be prepared for emergencies?

2. Make a survey of:
   a) Various types of home shelters or safer areas to which to go in case of flood, tornado, nuclear fallout, etc.
   b) School's shelter facilities or emergency evacuation plans.
   c) The community evacuation plans and alerting and warning system

3. Plan a home shelter and list supplies for it.

4. Visit the Montgomery County emergency command post.

5. Discuss with class the role of individuals, families, and communities in time of disaster.

SAMPLE ASSESSMENT

1. Write two recommendations for improving home, school, and community emergency facilities and plans.

2. List five supplies needed for a home shelter.

3. Name two types of shelters.

INSTRUCTIONAL OBJECTIVE 4: Identify a variety of dangers and the young person's personal and social responsibilities toward them.

NOTE: Performance objectives a) through h) relate to personal safety. Educational activities for these objectives can be found in Sharon Golder's Safety, Touch and Me, Montgomery County Government, 1983. Copies are available in every elementary school.

PERFORMANCE OBJECTIVE a) Students will differentiate between different types of touch through tactile experiences.

PERFORMANCE OBJECTIVE b) Students will list good, confusing, and bad touches.

PERFORMANCE OBJECTIVE c) Students will explain that their bodies are their own and they do not have to be touched in ways that make them feel uncomfortable.

PERFORMANCE OBJECTIVE d) Students will demonstrate specific ways of saying "no" in an assertive manner.

PERFORMANCE OBJECTIVE e) Students will identify potentially dangerous situations and cite safe alternative responses.

PERFORMANCE OBJECTIVE f) Students will recognize facts and myths regarding sexual abuse and practice descriptive skills necessary to identify an offender.

PERFORMANCE OBJECTIVE g) Students will utilize problem-solving skills and list ways to help friends.

PERFORMANCE OBJECTIVE h) Students will cite the importance of telling someone if touched inappropriately, and will list several sources of help within the family and community.

PERFORMANCE OBJECTIVE i) List hazards of combustible materials.

EDUCATIONAL ACTIVITIES

1. List safe and unsafe practices of using a fireplace.

2. List items which evaporate and become explosive.

3. Discuss volatile materials and the safe storage of them.

4. List all the combustible materials found in a home. Discuss why it is important to keep them in a specific location.

5. Develop a list of safety rules to be used when a person is near combustible materials.

SAMPLE ASSESSMENT

The student will identify two areas where combustible materials may be found and two specific items found in each area.

PERFORMANCE OBJECTIVE j) Explain a person's responsibility toward younger members of the family and community.

EDUCATIONAL ACTIVITIES

1. Discuss the hazards of playing with broken and/or oversized toys.

2. Have each child state the age of younger siblings in the family or younger children in the neighborhood. Ask them to choose from a list of toys those that would be suitable for the sibling whose age they gave.

3. Discuss how young children look up to older children and will copy with they do.

SAMPLE ASSESSMENT

Given a list of types of toys and a list of specific age groups, the student will match the age group with each toy with at least 60 percent accuracy.

PERFORMANCE OBJECTIVE k) Identify some places that are too dangerous for play.

EDUCATIONAL ACTIVITIES

1. Make a mural using drawings or actual pictures showing places in the community that are dangerous for play. Discuss dangerous aspects.
   a) railroad tracks
   b) construction work
   c) junk yards and dumps
   d) vacant houses and buildings

2. Encourage pupils to add to the list of danger spots in their own community.

SAMPLE ASSESSMENT

1. Each student will give an oral report depicting safety hazards in a place too dangerous to play.

2. The student will list two dangerous areas to play and explain why.

PERFORMANCE OBJECTIVE l) List the dangerous effects of electricity and electrical storms.

EDUCATIONAL ACTIVITIES

1. Make a chart which lists electrical conductors and an explanation of why each conducts electricity.

2. Have students suggest objects for any given room in the house that could be a conductor of electricity.

3. Discuss what to do if one is out of doors during an electrical storm.

4. Show a picture of a child in a wet bathing suit reaching into a freezer for a popsicle and trembling violently. Discuss what is happening and what first aid procedures should be followed.

SAMPLE ASSESSMENT

1. The student will cite two objects in any given room of the house that may be conductors of electricity.

2. The student will write a short paragraph on what to do if out of doors during a storm.

PERFORMANCE OBJECTIVE m) Explain the hazards of playing in an unattended vehicle.

EDUCATIONAL ACTIVITIES

1. Draw pictures of gears, ignition, brakes, accelerator, etc. Discuss the use of each. Tell how the misuse could cause an accident.

2. Discuss the consequences of playing in and around an unattended vehicle.

SAMPLE ASSESSMENT

The student will cite two accidents that may occur when playing in unattended vehicle.

PERFORMANCE OBJECTIVE n) List the hazards of bad weather conditions such as tornadoes, hurricanes, blizzards, flashflood, etc.

EDUCATIONAL ACTIVITIES

1. Draw pictures of what a tornado looks like and discuss the destruction it may cause.

2. Construct a diorama showing similarities and differences in hurricanes, tornadoes, blizzards, and flashfloods.

3. Discuss the above hazards and how to protect yourself and others.

INSTRUCTIONAL MATERIALS

Film: F5841 The Weatherman: A Scientist

SAMPLE ASSESSMENT

The student will state what causes a tornado and how to protect himself/herself and others from injury.

PERFORMANCE OBJECTIVE o) List telephone numbers to be used in an emergency situation.

EDUCATIONAL ACTIVITIES

1. Students will state orally which community helper to call for a specific type of emergency.

2. Students will list the telephone numbers of the police, fire and rescue, and a neighbor who is home during the day. Students may also know parents' work phones and the number of a relative.

3. By using a demonstration phone, the student will speak clearly his/her name, address, phone number; and will report all necessary information.

SAMPLE ASSESSMENT

Given a specific situation for each student, the student will demonstrate by use of the telephone, the number to call, and information needed to take care of the emergency.

PART II - SAFETY

GRADE 5

INSTRUCTIONAL OBJECTIVE 1: Identify fire hazards in the home, school, and community. (Project Basic 2.1.1.12) (The instructional objectives covered in Grade 5 are recommended by the National Fire Protection Association and are located in the Learn Not To Burn, Curriculum Level II.)

PERFORMANCE OBJECTIVE a) Give examples of the usefulness of fire in primitive times and in the present.

EDUCATIONAL ACTIVITIES

1. Develop a time line showing human kind's discovery and use of fire.

2. Have the students imagine that they are cave people discovering fire for the first time. Write how they would explain fire to someone who had never seen it.

3. Make a list of ways in which life would be different without fire.

SAMPLE ASSESSMENT

Students will list three uses for fire.

PERFORMANCE OBJECTIVE b) Explain how fire can cause damage to both people and property.

EDUCATIONAL ACTIVITIES

1. Write to the National Fire Protection Agency for "Facts About Fire."

2. Have students make three charts or graphs showing the number of deaths by fire, the cost of fires, and the main causes of fire for the past five years.

3. List and discuss what causes death by fire.
   a) smoke, the greatest danger
   b) poisonous gases, particularly CO
   c) heat and loss of body fluids
   d) flame and damage of body tissues
   e) panic, causing injuries and blocking escape routes

PERFORMANCE OBJECTIVE c) List agencies concerned with protection of resources from fire.

EDUCATIONAL ACTIVITIES

1. Discuss agencies other than the local fire department involved in fire protection; e.g., forest rangers, park rangers, fire marshals.

2. Discuss where a fire observation tower should be located and what a job on one would be like.

3. Explore various ways of putting out large fires; e.g., a backfire, fire boats, chemicals using airplanes, smoke jumping.

INSTRUCTIONAL MATERIALS

Film: F5910 Fireboat...Ready for a Run

SAMPLE ASSESSMENT

List two jobs other than those with a local fire station that are involved with conservation of resources in regard to fire. List one function of each job.

INSTRUCTIONAL OBJECTIVE 2: Recognize potentially dangerous situations regarding pedestrian safety, bus safety, bicycle safety, and automobile safety.

PERFORMANCE OBJECTIVE a) List the characteristics of a good pedestrian.

EDUCATIONAL ACTIVITIES

1. Make a list of good and bad pedestrian habits.

2. Discuss:
   a) What are some major causes of pedestrian accidents?
   b) Why are many people careless pedestrians?
   c) What should a student do if stopped on the way to or from school by a stranger who asks the student to get into a car or "go along for a treat"?

SAMPLE ASSESSMENT

Each student will select one poor pedestrian habit and an automobile driver's shortcoming. Develop an accident situation and list how each person could have prevented the situation.

PERFORMANCE OBJECTIVE b) Explain the hazards of playing in or near the street.

EDUCATIONAL ACTIVITIES

1. Have students collect newspaper articles of traffic accidents involving pedestrians and bicycle riders playing in or near streets.

2. Discuss how various traffic accidents involving pedestrians and/or bicycle riders might have been avoided.

3. Ask students to look through magazines at home and bring in pictures of bicycle riders, pedestrians, and drivers to make their own bulletin board.

SAMPLE ASSESSMENT

Each student will make a chart illustrating a hazard of playing in or near streets and explain how such a hazard can be avoided.

PERFORMANCE OBJECTIVE c) Identify the advantages and limitations of a pedestrian or bicycle rider wearing light and/or reflective materials when visibility is limited.

EDUCATIONAL ACTIVITIES

1. In a darkened room, have the student use various types of reflectors and lights and record their findings on a chart.

2. Demonstrate the various types of reflectors with lights of different intensity: e.g., pen light vs. standard flashlight. Such a demonstration should show how visibility is reduced by rain, tinted glass, translucent materials, etc.

INSTRUCTIONAL MATERIALS

Safety Instructional System, Maryland State Department of Education, Series V, pp. 69-80.

SAMPLE ASSESSMENT

Each student will write a report citing two advantages of wearing light and/or reflective materials and two limitations of each.

PERFORMANCE OBJECTIVE d) State the traffic safety rules which are most frequently violated by students walking or riding (bus, bicycle) to and from school.

EDUCATIONAL ACTIVITIES

1. Have a patrol member come to the class and discuss particular safety problems and rules which are most frequently violated by students.

2. Make posters illustrating how all students can help the safety patrol. Place posters around the school building to remind all students of how they can avoid traffic accidents to and from school.

SAMPLE ASSESSMENT

Each student will list three traffic safety rules most frequently violated by students going to and from school.

PERFORMANCE OBJECTIVE e) Explain the importance of cooperating with school safety patrols.

EDUCATIONAL ACTIVITIES

1. Have students take part in a panel discussion of errors made by patrols as well as by students.

2. Have a policeman visit the class to review pedestrian and bicycle rider safety as well as to review the role of school patrols.

SAMPLE ASSESSMENT

Each student will write a report: The Importance of the Safety Patrol.

PERFORMANCE OBJECTIVE f) List ten parts of a bicycle and explain how one can tell whether each of these parts is in good working order.

SUGGESTED ACTIVITY

1. Review the basic parts of a bicycle. Have students label a ditto of the bicycle's basic parts.

2. Invite a bicycle dealer or manufacturer's representative to come to the class and emphasize the importance of a bicycle's being the right size for the rider and being kept in good repair.

3. Take students on a field trip to a bicycle repair shop to see bicycles being repaired or put together.

INSTRUCTIONAL MATERIALS

Health Textbooks

SAMPLE ASSESSMENT

Using a ditto of a bicycle, each student will label ten parts and briefly describe how each part can be determined to be in good repair.

PERFORMANCE OBJECTIVE g) Relate the importance of following safe procedures while waiting for a bus, entering a bus, riding on a bus, and exiting from a bus.

EDUCATIONAL ACTIVITIES

1. Review bus safety rules.

2. Divide the class into four groups. Have each group select one of the following topics:
   a) Waiting for the bus
   b) Entering the bus
   c) Riding on the bus
   d) Exiting from the bus

   Using the topic selected, have each group compose two skits demonstrating proper and improper use of these rules.

INSTRUCTIONAL MATERIALS

Film: F7160 Bicycle Safety: You Can Prevent an Accident

SAMPLE ASSESSMENT

Each student will state orally three important reasons for safe bus conduct.

PERFORMANCE OBJECTIVE h) State the advantages and disadvantages of head supports in an automobile.

EDUCATIONAL ACTIVITIES

1. Have the students tell why head supports are needed and describe two different types.

2. Discuss in what types of collisions head supports are of the greatest benefit.

3. Have students write a paragraph expressing their personal opinions of a negative statement about head supports.

SAMPLE ASSESSMENT

The student will list two advantages of head supports in an automobile.

PERFORMANCE OBJECTIVE i) Statistically demonstrate two advantages of wearing seat belts.

EDUCATIONAL ACTIVITIES

1. Have the students do a neighborhood survey of the use of and attitudes toward safety belts. Interview no fewer than ten people in several age groups.

2. Have students compile the results of the survey.

3. Have students write reports of their seat belt survey including:
   a) What age group use seat belts most? least?
   b) Number of people surveyed
   c) Do more men or more women use seat belts?
   d) Do those with driver education courses use seat belts more? less?
   e) Does the number of years of driving have any bearing on whether or not people use seat belts?

4. On a chart, list reasons given in the survey for and against the use of seat belts.

SAMPLE ASSESSMENT

Each student will state and explain two advantages of wearing seat belts.

PERFORMANCE OBJECTIVE j) Explain the dangers of hitchhiking.

EDUCATIONAL ACTIVITIES

1. List and discuss dangers of hitchhiking:
   a) The driver may not be a good driver and there may be an accident.
   b) The driver may pick up a hitchhiker in order to rob or harm him/her.

2. Discuss alternatives to hitchhiking.

SAMPLE ASSESSMENT

List two alternatives to hitchhiking.

INSTRUCTIONAL OBJECTIVE 3: Recognize various situations involving safety in school and on the playground.

PERFORMANCE OBJECTIVE a) State the importance of not interfering with other students' games on the playground.

EDUCATIONAL ACTIVITIES

1. By means of a class discussion, have the students tell about the do's and don'ts of safe playground play.

2. Give reasons for younger children needing to play in a space away from older children.

SAMPLE ASSESSMENT

The student will be able to describe two hazardous situations that result from infringing upon the rights of others at play.

PERFORMANCE OBJECTIVE b) List situations which have potential for accidents in the school gym.

EDUCATIONAL ACTIVITIES

1. Have children pantomine in slow motion unsafe acts that might occur in the gym.

2. Draw stick figures or cartoons showing accidents in the gym.

3. Make pipe cleaner or clay figures showing improper use of gym equipment.

SAMPLE ASSESSMENT

The student will list five kinds of accidents related to the use of five different pieces of gym equipment.

PERFORMANCE OBJECTIVE c) State possible hazards in the hallways, classrooms, and restrooms.

EDUCATIONAL ACTIVITIES

1. Have children make posters or signs indicating hazardous conditions in the hallways, restrooms, and classrooms.
   a) litter
   b) wet floors
   c) protruding objects

2. Tell the beginning of a story which involves unsafe practices, and have students supply an ending.

SAMPLE ASSESSMENT

List three common hazards in the classrooms, restrooms, or hallways.

PERFORMANCE OBJECTIVE d) Identify possible hazards in the lunchroom.

EDUCATIONAL ACTIVITIES

1. Have students write about the safe use of utensils and trays.

2. Take photographs of the lunchroom while students are present, and discuss possible safety hazards after pictures have been developed.

3. Draw a diagram of the lunchroom and evacuation procedure. Show where children at each table will exit from the lunchroom.

4. Discuss why throwing and spilling food can be hazardous.

SAMPLE ASSESSMENT

1. Using the photographs, have students list three unsafe practices noted.

2. Given an emergency situation, the student will draw the planned evacuation from the lunchroom.

PERFORMANCE OBJECTIVE e) Relate the importance of safety standards in the school.

EDUCATIONAL ACTIVITIES

1. Divide class into groups and have each group interview a person in the school who is responsible for certain safety standards; e.g., the principal, custodian, cafeteria manager, crossing guard, teachers.

2. Have students write to National Safety Council asking what it does to promote school safety.

SAMPLE ASSESSMENT

The student will name two employees and two responsibilities that each has in regard to safety standards.

INSTRUCTIONAL OBJECTIVE 4: Identify the dangers of disasters and other emergencies and the procedures people should follow when they occur.

PERFORMANCE OBJECTIVE a) Identify the types and characteristics of winter storms and the dangers to life and property.

EDUCATIONAL ACTIVITIES

1. Discuss the causes, symptoms, and treatment of frostbite and exposure.

2. Make a collection of snow pictures and post them in the classroom. Discuss the kind of storm in each picture.

3. Discuss the value of winterizing a car and using snow tires on snow and tire chains on snow and ice.

4. List ways animals can be protected during winter storms.

5. List ways property is destroyed during winter storms.

SAMPLE ASSESSMENT

1. Each student will write a report on winter storms, emphasising the dangers to human and animal life and danger to property.

2. Given a short quiz dealing with characteristics of winter storms and the treatment of frostbite and exposure, the student will be able to answer questions with 70 percent accuracy.

PERFORMANCE OBJECTIVE b) Identify the basic characteristics of hurricanes and their geographic and seasonal patterns.

EDUCATIONAL ACTIVITIES

1. Discuss the causes of hurricanes and what has been done to predict them and determine their courses.

2. Using a hurricane map, follow the seasonal and geographic patterns.

3. Have students research some of the hurricanes that have caused the most damage to life and property.
   a) Agnes
   b) Camille

4. Discuss the change in the system for naming hurricanes and what implications the previous naming system had. (Hurricanes were formerly given female names only. Presently, alphabetical lists of female names are alternated with alphabetical lists of male names yearly.)

INSTRUCTIONAL MATERIALS

Film: F5841 The Weatherman: A Scientist

SAMPLE ASSESSMENT

Each student will write a short essay in response to the following: a hurricane warning is issued for your community. In order of importance, what questions would you ask yourself? Why do you consider each question important? What factors would influence your decision about what to do in regard to each question?

PERFORMANCE OBJECTIVE c) Explain the role of civil defense in the community.

EDUCATIONAL ACTIVITIES

1. Have the civil defense director or a Red Cross representative speak to the class about the local emergency plan.

2. Have students collect information from newspapers, radio, T.V., etc., on natural and created disasters.

3. Discuss wyas in which civil defense and Red Cross officials would assist people in an emergency.

4. How might other community groups such as churches, clubs, and boy scouts help?

SAMPLE ASSESSMENT

List four actions that would be taken by the civil defense and/or Red Cross personnel during a disaster or emergency.

PERFORMANCE OBJECTIVE d) State the important steps in preparation for surviving a nuclear disaster.

EDUCATIONAL ACTIVITIES

1. Have students create a map of Maryland, Washington, D. C., Virginia, and West Virginia, marked to show the location of evacuation areas.

2. Take a field trip to a nuclear power plant.

3. Have several groups of students consider a scene in an evacuation area. They are going to have to live together for two weeks. All will survive. They have adequate supplies but will need to plan carefully how these supplies will be used. Set a time limit for making their plans and then discuss the plans in terms of their practicability.

4. Discuss the possible results of a nuclear disaster, and ways in which such a disaster might be averted.

SAMPLE ASSESSMENT

The student will list at least three steps that would or should be taken if a nuclear disaster were imminent.

PERFORMANCE OBJECTIVE e) Explain the roles of policepersons and firefighters.

EDUCATIONAL ACTIVITIES

1. Define the word role.

2. Invite a policeperson and firefighter to discuss their roles in the community.

3. Discuss with students why they should respect the roles of police and firefighter.

4. Have students dramatize three situations involving the police and fire departments.

5. Visit the Montgomery County Police and Fire Training Academy.

SAMPLE ASSESSMENT

1. Name four functions of a policeperson.

2. Name four functions of a firefighter.

3. Write a two page report on the visit to the Academy. This will be evaluated in terms of composition skills as well as safety content.

PERFORMANCE OBJECTIVE f) Interpret the symbols on various labels that represent danger.

EDUCATIONAL ACTIVITIES

1. Give students a group of simulated bottle labels. Ask them to circle each symbol that indicates a danger. Discuss the dangers involved.

2. Ask students to bring to class a number of labels from bottles and other containers. Discuss the fact that not all labels have danger symbols.

SAMPLE ASSESSMENT

Shown a list of symbols that indicate danger, the student will be able to indicate what each one means.

NOTE: Objectives about personal safety are also appropriate with this unit. See Safety, Touch and Me, and MCPS film lists.

PART II - SAFETY

GRADE 6

INSTRUCTIONAL OBJECTIVE 1: Identify fire hazards in the home, school, and community. (2.1.1.12) (The instructional objectives covered in Grade 6 are recommended by the National Fire Protection Association and are located in the Learn Not To Burn Curriculum, Level II.)

PERFORMANCE OBJECTIVE: Explain the ingredients necessary for a fire.

EDUCATIONAL ACTIVITIES

1. List and define the three ingredients for a fire:
   a) heat - flame, friction, sparks, hot surfaces, sun's rays
   b) fuel - wood, gasoline, paper
   c) air - especially the oxygen

2. Discuss how fires can be put out by removing one of the ingredients.

SAMPLE ASSESSMENT

List the three ingredients of fire and give an example of each.

INSTRUCTIONAL OBJECTIVE 2: Clarify major types of fire and formulate safe procedures for dealing with fire.

PERFORMANCE OBJECTIVE a) Define the four classes of fires.

EDUCATIONAL ACTIVITIES

1. List and discuss the four classes of fires:
   a) A - ordinary solid combustibles, e.g., wood, paper, textiles, many plastics. (Emphasize that Class A fires are the most common.)
   b) B - flammable liquids and gases, and greases
   c) C - electrical equipment. These fires can become Class A or Class B when the electricity is turned off.
   d) D - combustible metals, such as magnesium, sodium, and potassium

SAMPLE ASSESSMENT

Define three classes of fire, and give an example of each.

PERFORMANCE OBJECTIVE b) Relate the methods of extinguishing each of the four classes of fires.

EDUCATIONAL ACTIVITIES

1. List the first three classes of fire and the ways in which each of these fires can be extinguished:
   a) Class A
      1) These are usually put out by water, which cools by taking away the heat.

2) Wrap a blanket around clothing, which cuts off the air supply.
3) Fire extinguishers may be used for these fires if an A is in a triangle on the label of the fire extinguisher.

b) Class B
1) These can usually be extinguished by smothering.
2) Place lid on pan of flaming grease. Also turn off heat.
3) Throw baking soda or salt on fire. Never use flour, because flour is combustible and increases the fire.
4) Fire extinguishers with B in a square on label may be used.

c) Class C
1) These are usually extinguished by turning off the electricity and then controlling them as Class A or B fires.
2) Class C fire extinguisher can be used when it is impossible to turn off electricity. These have a C in a circle on the label.

2. Have a firefighter visit the school and demonstrate the proper way to use each extinguisher.

SAMPLE ASSESSMENT

1. Explain why there are three different types of fire extinguishers.

2. Explain why smothering a fire with a blanket will put the fire out.

PERFORMANCE OBJECTIVE c) Identify the potential hazards of electricity.

EDUCATIONAL ACTIVITIES

1. Clip pictures of appliances from magazines and discuss safety practices for their use.

2. Invite an electrician to demonstrate and discuss electricity and its source.

3. Discuss how the flow of electricity is affected when faulty cords and/or wires are used. Explain the hazards involved.

INSTRUCTIONAL MATERIALS

Film: F4243 Safety with Electricity

SAMPLE ASSESSMENT

Each student will make a chart showing the do's and don'ts of using electrical appliances and/or toys.

PERFORMANCE OBJECTIVE d) Explore the standards, codes, and laws that aid in fire protection.

EDUCATIONAL ACTIVITIES

1. List the various associations that promote fire prevention:
a) National Fire Protection Association
b) National Safety Council

c) American Red Cross
d) Boy Scouts, Girl Scouts, Campfire Girls

2. Working in groups, have students research examples of standard codes and laws that relate to fire prevention.
   a) Building codes for public building; e.g., fire doors, enclosed stairwells, fire alarms, sprinkler system, smoke alarms
   b) Building codes for private dwellings
   c) Laws regarding behavior; e.g, "No Smoking," "No Littering," fire drills, storage of combustibles and explosives
   d) Consumer protection laws; e.g., fireproofed Christmas trees and draperies, appliances with Underwriter's Laboratories, warning labels like "Keep Away from Heat" on aerosol cans.

3. Have each group assemble materials and write one report, with each report to be given to the entire class.

4. Have students devise new fire protection laws or codes they think would aid the community.

SAMPLE ASSESSMENT

1. List two associations that promote fire prevention, and give one aspect of fire prevention that each teaches or promotes.

2. The group report will be evaluated in regard to the accuracy and competence of the information included.

INSTRUCTIONAL OBJECTIVE 3: Formulate rules for people to follow regarding school safety, home safety, pedestrian safety, bus safety, bicycle safety, and automobile safety.

PERFORMANCE OBJECTIVE a) List the characteristics of a good pedestrian and a good automobile driver.

EDUCATIONAL ACTIVITIES

1. Divide the class into small groups. Instruct each group to list characteristics of a good driver and characteristics of a good pedestrian. Compile a class list from the various suggestions of each group.

2. Invite a representative from the National Safety Council to speak on what makes a good pedestrian and what makes a good automobile driver.

3. Have students share newspaper clippings of traffic accidents involving automobile drivers and pedestrians. Discuss how such accidents might have been avoided.

4. Have class visit a local traffic court.

SAMPLE ASSESSMENT

Each student makes a poster illustrating a good pedestrian and a good automobile driver.

PERFORMANCE OBJECTIVE b) The student will be able to contrast various conditions which affect pedestrians, bicycle riders, and motorists.

EDUCATIONAL ACTIVITIES

1. Discuss with students the various conditions such as weather, time of day, mood, physical condition which may affect a person's ability to function as a good pedestrian, bicycle rider, or motorist.

2. Discuss what conditions in a car may interfere with the driver's having good visibility; e.g., dirty headlights, blind spots, poorly functioning windshield wipers, restless passengers.

INSTRUCTIONAL MATERIALS

Film: F4081 Safety on the Street. Grades 4-6

SAMPLE ASSESSMENT

Each student will list five conditions which may affect the ability of pedestrians, bicycle riders, and motorists.

PERFORMANCE OBJECTIVE c) Explain the importance of cooperating with school patrols, traffic safety officials, and police.

EDUCATIONAL ACTIVITIES

1. Using an almanac, have students make a chart or graph illustrating various types of traffic accidents involving pedestrians and/or bicycle riders. Have students summarize their findings, emphasizing the importance of following safe practices.

2. Have students test their knowledge of school safety patrol practices, and have them check their knowledge of patrol responsibilities.

3. Review some of the practices a patrol member should follow.

SAMPLE ASSESSMENT

Each student's chart or graph will be evaluated on content, accuracy of information, and summarizing remarks.

PERFORMANCE OBJECTIVE d) Describe the importance of keeping a bicycle in good working condition.

EDUCATIONAL ACTIVITIES

1. Review the parts of a bicycle which are often in need of repair or in need or adjusting most frequently.

2. Discuss how various parts of a bicycle should be maintained.

3. Using a bicycle as a model, have a safety official discuss proper maintenance.

SAMPLE ASSESSMENT

Using a ditto of a bicycle, each student will label the parts most frequently in need of repair or adjustment and describe how each repair and/or adjustment is made.

PERFORMANCE OBJECTIVE e) Identify the effects of desirable and undesirable passenger behavior on the school bus driver, on the person involved, and on other passengers.

EDUCATIONAL ACTIVITIES

1. Discuss the effects of inappropriate behavior on all persons riding the bus.

2. Have groups of students write skits depicting appropriate and/or inappropriate school bus safety. If possible, videotape each skit, to be shared with other grade-level students.

SAMPLE ASSESSMENT

Each student will write a composition: The Effects on Others of Inappropriate School Bus Behavior.

PERFORMANCE OBJECTIVE f) State the advantages of using seat belts and illustrate through a series of activities concerning seat belt usage.

EDUCATIONAL ACTIVITIES

-. Check all available newspapers for a period of two weeks for reports of automobile accidents. Note number of persons involved, type of accident, type of injuries, and whether or not seat belts were used.

2. At the end of the two-week period, chart the information.

3. Discuss the chart or charts. How many injuries might have been prevented if seat belts had been used?

PERFORMANCE OBJECTIVE g) State the importance of safety in the halls.

EDUCATIONAL ACTIVITIES

1. Discuss the fact that most accidents in school halls involve falls.
   a) falling over something
   b) falling on slippery floors
   c) running and falling

2. Make a poster showing safe standards for the hall.

SAMPLE ASSESSMENT

Having discussed conduct in the school halls, list two unsafe practices in the halls.

PERFORMANCE OBJECTIVE h) Identify how human emotions affect safety in the school.

EDUCATIONAL ACTIVITIES

1. Make a list how people cause accidents through:
   a) carelessness
   b) excitement
   c) fear
   d) worry
   e) sudden actions without thinking

2. Students will illustrate the above by writing and performing skits.

INSTRUCTIONAL MATERIALS

Film: F7014 Playground Safety

SAMPLE ASSESSMENT

Each student will write a situation in which emotion contributed to an accident. This will be evaluated in terms of feasibility.

PERFORMANCE OBJECTIVE i) List considerations for protecting others from accidents or injuries on the playground.

EDUCATIONAL ACTIVITIES

1. Have students tell how to respond when:
   a) Younger children near you begin to play in an unsafe way.
   b) You are dared to do something dangerous on the playground.

2. Discuss what each person must do to keep others safe on the playground.

3. Discuss what one's behavior should be if a schoolmate has been injured in a playground accident.

SAMPLE ASSESSMENT

Given two unfinished story situations involving caring about others and giving or taking dares, the pupil will select one and write an appropriate ending.

PERFORMANCE OBJECTIVE j) Explain why cooperation with leaders of organized activities is important.

EDUCATIONAL ACTIVITIES

1. Give the students a list of activities. Have them select those activities which required organized leadership, such as a team captain.

2. Explain why certain activities require organized leadership. List reasons.

SAMPLE ASSESSMENT

The student will be able to identify three activities which require organized leadership.

PERFORMANCE OBJECTIVE k) List potential hazards home.

EDUCATIONAL ACTIVITIES

1. Prepare a checklist of types of hazards found in the home.

2. Have pupils check their own homes for potential hazards and submit an unsigned list.

3. Have each student make a graph showing the percentage of each hazard in the total number of homes.

SAMPLE ASSESSMENT

1. Each pupil will list five hazards found in homes.

2. The graphs will be evaluated as to the accuracy of the hazards listed and percentages found.

PERFORMANCE OBJECTIVE l) Explain the hazards of untended attractive nuisances.

EDUCATIONAL ACTIVITIES

1. Make a list of attractive nuisances and indicate the possible accidents that could occur as a result of their being left untended. Include ponds, swimming pools, construction sites, empty refrigerators, untended vehicles, blasting caps, drainage ditches, and automobile junkyards.

2. Try to determine the causes of the accidents and how they could have been prevented.

3. Discuss the importance of staying away from railroad tracks, trains, and railroad cars.

4. Write a short story about "My Most Dangerous Adventure." Stress that the story should be fictional, although it may be based on something which actually happened to someone. Be sure to tell in the last paragraph at least one thing to do to avoid the danger in the future.

SAMPLE ASSESSMENT

The story will be evaluated in terms of content and English mechanics.

PERFORMANCE OBJECTIVE m) State the importance of a sense of responsibility toward younger persons.

EDUCATIONAL ACTIVITIES

1. Discuss babies' habits of pulling, touching, putting things into mouths, etc. Make a list of ways to keep babies from harming themselves.

2. Make a handbook listing the do's and don'ts of babysitting.

3. Take a survey of a home. Point out hazardous areas and/or objects that could harm a small child. Discuss ways of keeping a child safe within that environment.

SAMPLE ASSESSMENT

The student will list eight safety precautions to be taken when babysitting.

PERFORMANCE OBJECTIVE n) List the use and misuse of household cleaning compounds and/or medicines.

EDUCATIONAL ACTIVITIES

1. Make a mural showing commonly used products and the hazards of misusing them.

2. Present hypothetical situations that involve household chemicals and/or medicines.

3. Collect "Directions for Use" labels from the class. Students may read labels orally and discuss or explain the directions as they understand them.

INSTRUCTIONAL MATERIALS

Film: F5781 Danger! Poison!

SAMPLE ASSESSMENT

The student will list the dangers involved in misusing a specified product.

PERFORMANCE OBJECTIVE o) List safety precautions for the use of skateboards.

EDUCATIONAL ACTIVITIES

1. List and discuss safe practices for the use of skateboards.

2. Create a story about a 12-year-old and a skateboard.

INSTRUCTIONAL MATERIALS

Film: F7179 Skateboarding to Safety

SAMPLE ASSESSMENT

The student will list three safety precautions in regard to the use of skateboards.

PERFORMANCE OBJECTIVE p) Describe procedures that will help ensure a person's safety in and on the water.

EDUCATIONAL ACTIVITIES

1. List standard do's and don'ts in regard to swimming
   a) Use the "buddy" system.
   b) There will be no swimming at night or during thunderstorms.
   c) Each swimmer should be in good condition, not tired or ill.
   d) Each swimmer should know his/her own capabilities and not overextend them.

2. List and discuss survival techniques
   a) Relieving cramps of arms or legs in the water (Cramps of abdominal muscles are very rare.)
   b) Floating
   c) Drown-proofing

3. Have students list and discuss types of boats commonly used
   a) Rowboats--with or without outboard motors
   b) Canoes, kayaks
   c) Sailboats
   d) Motorboats

4. Discuss general safety procedures for the use of the above boats.

5. Discuss waterskiing safety.

INSTRUCTIONAL MATERIALS

Afloat and Aboat. Teacher Manual and Teacher Supplement
Safety Instructional System Water and Boating

Film: F7090 Water Safety

SAMPLE ASSESSMENT

A factual quiz may be given on swimming and boating safety facts. A minimum of 70 percent must be achieved by students in order to pass.

INSTRUCTIONAL OBJECTIVE 4: Describe various natural and/or weather hazards and formulate rules for safe conduct before, during, and after a disaster.

PERFORMANCE OBJECTIVE a) Explain the need for home shelters from storm or fallout and the supplies that should be stored in them.

EDUCATIONAL ACTIVITIES

1. Discuss nuclear disaster with emphasis on blast, fire, and radiation.

2. Discuss possible plans for community evacuation in case of nuclear fallout. Students may wish to have a formal debate on the pros and cons of evacuation in case of an imminent disaster.

3. Make a chart listing the supplies that may be needed for two weeks for a family of four.

4. Have students draw diagrams of their own homes, indicating what areas would be most suited to being sanctuaries in case of a nuclear accident or hurricane. These diagrams may be discussed with parents, but should not be turned in.

PERFORMANCE OBJECTIVE b) List the possible problems of living in schools or other public shelters.

EDUCATIONAL ACTIVITIES

1. Visit a community shelter and find out its purposes and organization.

2. Have students make their own list of problems they think would arise in a community shelter situation over a certain length of time in a small space.

3. Using the above, assign groups to develop possible solutions to different types of problems such as:
   a) Keeping order
   b) Rationing
   c) Recreation
   d) Medical care
   e) Sanitation

4. Have each group report suggested solutions and discuss them with class. Make a list of general rules governing conduct in a shelter.

5. Visit the school shelter area. If there isn't one, decide on a possible school shelter area. Share your ideas with your principal.

SAMPLE ASSESSMENT

1. Each student will list five problems that might arise if he/she had to spend time in a community shelter.

2. Given a disaster situation with the classroom as the shelter area, answer the following questions:
   a) What rules would you make?
   b) What leaders would you phone for directions or information?
   c) What committees would you form?
   d) How, in general, would you organize and plan to meet the problems of shelter living?

PERFORMANCE OBJECTIVE c) List safety rules to be observed before and after hurricanes.

EDUCATIONAL ACTIVITIES

1. Make a chart listing safety rules before a hurricane strikes:
   a) Keep calm.
   b) Leave mobile homes.
   c) Moor your boat securely.
   d) Board up windows.
   e) Secure outdoor objects.
   f) Check your battery-powered equipment.
   g) Keep your car fueled.
   h) Remain indoors during the hurricane.

2. Make a chart listing safety rules after a hurricane strikes.
   a) Seek necessary medical care at Red Cross stations.
   b) Stay out of disaster areas.
   c) Drive carefully.
   d) Avoid loose or dangling wires.
   e) Report broken sewer or water mains.
   f) Check refrigerated foods.
   g) Stay away from river banks and streams because of severe flooding.

SAMPLE ASSESSMENT

The student will list five safety rules to be followed before a hurricane and five to be followed after a hurricane strikes.

PERFORMANCE OBJECTIVE: Identify the warning systems in safeguarding the community from disaster and to differentiate rumor from fact.

EDUCATIONAL ACTIVITIES

1. Prepare a chart of the warning signals your community uses for:
   a) fire
   b) natural disaster
   c) nuclear attack

   This information can be obtained from the Montgomery County Government.

2. Have a student find out the schedule for testing the community warning system and report to the class.

3. Have students locate the warning systems and shelters in the community and make a map to place them on.

4. Discuss rumor and how it usually is a distortion of the facts.

5. Dramatize a situation with three characters: one who thinks the attack warning signal is a false alarm and two others who try to convince him/her it isn't.

SAMPLE ASSESSMENT

Write a short response to the following questions:

a) What is the difference between a fact and a rumor?

b) Suppose you hear a wavering tone, what would it mean? What should you do?

c) If you are at home during the day and hear a 3- to 5-minute steady tone on a siren, what would it mean? What should you do?

NOTE: Objectives concerning personal safety are also appropriate with this unit. See Safety, Touch and Me and MCPS approved films.